2005 - 06 Annual Report to the Ministry of Advanced Education

April 2006

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BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER
SUPPORTING BC'S EDUCATION SYSTEM

2005-06 Annual Report
to the Ministry of Advanced Education

April 2006

Prepared by BCCAT staff members.
Dr. Frank Gelin, Executive Director & Co-Chair.

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BRITISH COLUMBIA COUNCIL ON
ADMISSIONS & TRANSFER

SUPPORTING BC's EDUCATION SYSTEM

April 2006

Dr. Moura Quayle
Deputy Minister
Ministry of Advanced Education
PO Box 9884, Stn Prov Gov't
Victoria, BC, V8W 9T6

Dear Dr. Quayle:

We are pleased to provide you with the 2005-06 Annual Report of the BC Council on Admissions and Transfer.

On March 8, 2005, your Ministry sent us a management letter setting out the expectations of the Ministry of Advanced Education for the BC Council on Admissions and Transfer in 2005-06. This Annual Report is presented to specify how the Council has addressed those expectations and to provide information regarding other projects and initiatives we have undertaken to achieve our mandate.

This past year has seen the implementation of structural changes to the BC post-secondary system that were initiated in 2004-05. Nineteen of our twenty-six public post-secondary institutions now have authority to offer undergraduate degrees. In addition, three new private post-secondary institutions offer undergraduate degrees formally authorized through the Degree Quality Assessment Board process and are included in the BC Transfer System. All of these changes have raised profound questions about the increasing complexity of the BC Transfer System and the management of the BC Transfer Guide database. Consequently, we launched the first phase of a comprehensive consultation process to examine how best to manage the future of the BC Transfer System, and this process will continue through 2006-07.

Throughout 2005-06, the Council continued to gain the support of all our public institutions to share registrant and applicant data for research purposes. Such research enhances our understanding of student mobility and applicant flows into and among our institutions and can assist individual institutions with enrolment planning. Preliminary feedback from the system on this collaborative approach to data collection and integration has been very positive.

The Council has also been providing a leadership role in addressing some problems experienced by students who have undergraduate degrees from our Colleges and Institutes and are not being considered for admission to graduate or professional schools in a few universities in Ontario. This matter will no doubt continue to occupy considerable time over the next year as we attempt to facilitate a resolution to this issue.

Substantial changes were made to the BC Transfer Guide and Education Planner websites this year, and we began to develop a communications strategy to ensure that these valuable resources are known and well utilized by students.

There appears to be strong backing for the structure of the Council and its approach to executing its mandate and, in particular, that it does so without any legislative or regulatory authority. Our emphasis on inter-institutional collaboration continues to prove to be a viable model as evidenced by our ongoing success in promoting and advancing admissions and transfer for BC's post-secondary students. We remain encouraged by the level of support from all sectors throughout the BC post-secondary system, and by the constructive and facilitative relationship the Council shares with the Ministry.

Yours sincerely,

Dr. Dan Birch, Co-Chair
Dr. Frank Gelin, Co-Chair and Executive Director

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1. THE COUNCIL

The BC Council on Admissions and Transfer (BCCAT) was established by the Minister of Advanced Education & Job Training in 1989, and its members are appointed by the Minister of Advanced Education. The mandate of the Council is to facilitate admission, articulation, and transfer arrangements among BC post-secondary institutions. The Council executes its mandate without any legislative or regulatory authority, which is a critical factor that enables it to successfully motivate inter-institutional collaboration. Specifically, the Council encourages institutions to develop policies and practices that facilitate student mobility, the admission process for direct entry and transfer students, and transferability of post-secondary credit courses. The Council provides online resources for students such as the BC Transfer Guide and Education Planner, and for faculty and institutions, such as articulation handbooks. BCCAT also mediates transfer disputes, recommends practices designed to eliminate undue barriers to transfer, and commissions research into the overall effectiveness of the provincial transfer environment.

1.1 Council Members (2005-06)

Dr. Dan Birch	*Council Co-Chair (from Sept. '05)*
Dr. Bob Brown	*Council Co-Chair (until Aug. '05)*
Dr. Frank Gelin	*Council Co-Chair & Executive Director*
Dr. Margaret Anderson	*University Faculty*
Dr. James Anglin	*Public Post-Secondary Institutions*
Mr. James Cooke	*Public Post-Secondary Institutions*
Dr. Beth Davies	*Public Post-Secondary Institutions (until Aug. '05)*
Mr. John DeGrace	*Public Post-Secondary Institutions*
Dr. Lou Dryden	*Public Post-Secondary Institutions*
Dr. Mark Evered	*Public Post-Secondary Institutions (until Sept. '05)*
Mr. Tom Grant	*Secondary Schools Superintendents*
Mr. Bob Harris	*College Faculty*
Dr. Paul Harrison	*Public Post-Secondary Institutions*
Ms. Karin Kaercher	*College Faculty*
Dr. Bill Krane	*Public Post-Secondary Institutions*
Dr. David Leeming	*University Faculty*
Dr. Lorna McCallum	*Public Post-Secondary Institutions*
Ms. Janice Morris	*Students*
Ms. Heather Schneider	*Public Post-Secondary Institutions (from Sept. '05)*
Mr. Tim Segger	*Public Post-Secondary Institutions*
Dr. David Sylvester	*Private Post-Secondary Institutions*

1.2 Meetings

Council held its 75th meeting in June 2005 at the BCIT downtown campus. In September 2005, Council met at the Okanagan College campus in Kelowna where matters concerning their recent transition from Okanagan University College and functionality as a "sending" institution were discussed. The December 2005 meeting was held at the BCIT downtown campus and in March 2006, Council met at the Peter Wall Institute, on the UBC – Vancouver campus. Approved minutes are available on the BCCAT website at bccat.bc.ca/council/menuminutes.html.

1.3 Committees

The work of the Council is carried out by five main standing committees:

- Admissions
- Institutional Contact Persons
- Research
- Transfer & Articulation
- Education Planner Advisory Committee

These committees comprise Council members and others appointed from within the post-secondary and secondary systems. They are responsible for overseeing many of the projects and activities outlined in this report. Advisory and task-specific groups are established as needed. The mandate and membership of each committee (and any related groups or sub-committees) are detailed in the relevant sections of this report.

1.4 Staff

The day-to-day operational work of the Council is carried out by the following staff:

Frank Gelin, *Executive Director & Co-Chair*
Finola Finlay, *Associate Director*
Devron Gaber, *Associate Director*
Jean Karlinski, *Admissions, Finance & Research Assistant*
Stephanie Oldford, *Transfer & Articulation Assistant*
Mike Winsemann, *Transfer Guide Coordinator*
Valerie Yorkston, *Executive Assistant to the Council*

1.5 Chart of Major Activities

[See the following page for a summarized outline of the Council's major activities.]

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

SUPPORTING BC'S EDUCATION SYSTEM

Chart of Major Activities

Revised: March 2006

Transfer & Articulation

Transfer Policy, Processes & Information

Transfer Policy
- principles and guidelines for transfer

Transfer Credit Evaluation System
- develop web-based system
- train system users
- maintain and update system

BC Transfer Guide
- maintain transfer guide
- provide student-focused information and resources
- provide admissions information
- provide links to system

BC Transfer System
- provide information on system membership
- develop policy regarding new members
- develop policy regarding public-private transfer
- liaise with other transfer jurisdictions (Canada, US, etc.)
- enhance inter-provincial transfer
- serve on the Degree Quality Assessment Board

Standards & Processes
- identify administrative barriers
- recommend solutions

Articulation Resources

Articulation Committees
- produce and distribute Articulation Committee Handbook
- receive and review minutes for follow-up of issues arising
- assist committees in appointing System Liaison Persons
- host Annual Meeting of Chairs and System Liaison Persons

Articulation Resources
- produce and distribute "How to Articulate" handbook
- maintain transfer-friendly course outline form and related resources
- assist with articulation issues (including non-traditional articulation)
- publish articulation-related reports
- mediate articulation disputes

Improving Articulation
- support articulation projects through Transfer Innovation (TI) and Transfer & Articulation Project (TAP) grants
- publish project reports
- implement new articulation agreements.
- maintain/update new pathways, grids, guides, or block transfer agreements
- provide training or workshops on articulation
- develop initiatives with BCcampus

Admissions

Key Tasks
- examine admissions policies & practices
- collect and disseminate comparative information
- carry out research on admissions, access and student mobility
- encourage information sharing among institutions on enrolment planning
- assist with admissions issues related to collaborative online learning
- assist with admissions issues and information related to secondary/post-secondary transitions
- promote inter-provincial credential recognition

Education Planner
- maintain and update EducationPlanner.bc.ca
- establish and monitor contracts for content and technology
- consult with advisory committee
- integrate or collaborate with other student-focused websites
- engage in joint marketing with other student web services
- undertake regular enhancements

NOTE: *In addition to the tasks outlined in this chart, as of June 2005, the Council has been providing secretariat services for the Irving K. Barber BC Scholarship Society.*

Research

Areas of Study
- policy reviews
- transfer student profiles
- transcript assessments
- student surveys (outcomes)
- retention and attrition
- patterns of student mobility
- transfer rates
- transfer administrative processes
- applications, admissions & registrations
- overall transfer effectiveness

Information Services/Communications

Websites
- *BCCAT.bc.ca* (information on BCCAT and its services)
- *BCTransferGuide.ca* (transfer guide and related resources)
- *EducationPlanner.bc.ca* (information on post-secondary options in BC)

Student Advising
- student transfer resources
- reply to queries, FAQs
- the Advisor newsletter
- working with advisors

Publications (print & web)
- newsletters
- research reports
- research report summaries
- policy discussion papers
- brochures
- handbooks
- annual report
- special reports

System Collaboration
- with institutions
- with agencies
- with system committees
- with the Ministry

MANDATE:

The mandate of the British Columbia Council on Admissions and Transfer is to facilitate admission, articulation and transfer arrangements among BC post-secondary institutions. Specifically, the Council (a) encourages institutions to develop policies and practices regarding the transferability of post-secondary credit courses so that credit granted at one institution can be applied toward credentials at other institutions, and (b) examines issues concerning capacity, demand, and student mobility, and recommends policies and practices related to the admission process for direct entry and transfer students. The Council's collaborative approach to the planning and administration of policies, practices and projects helps to ensure an accessible and responsive system.

COUNCIL:

The Council has no legislative or regulatory authority and is funded annually by the Ministry responsible for post-secondary institutions. Council members are selected from the education system and appointed by the Minister. They strive to achieve the mandate of the Council by serving the overall best interests of the system and do not formally represent any specific institution or constituency with which they are affiliated.

COMMITTEES:

The Council carries out its work with the assistance of a number of standing committees, whose members are drawn from the post-secondary system: Transfer and Articulation Committee; Admissions Committee; Institutional Contact Persons Committee; Research Committee; and Education Planner Advisory Committee. Advisory and task-specific groups are established as needed.

2. 2005-06: THE YEAR IN REVIEW

The post-secondary environment in British Columbia has been changing steadily over the past decade and will continue to do so, influenced by factors such as the transformation of institutional mandates, the advent of online education, and the increased participation of private providers.

In 2005-06, the BC Transfer System saw significant new developments. For BCCAT, those developments presented fresh challenges as to how best to serve the needs of this changing system. The following highlighted items mark out the evolving work of BCCAT as it seeks to address these challenges by identifying new and resourceful ways to support and inform the system and, ultimately, to be a guide for students through post-secondary education in BC.

2.1 Launch of BCTransferGuide.ca

This year BCCAT was pleased to launch BCTransferGuide.ca as the new home of the BC Transfer Guide. This new website was specifically designed and developed with students in mind. It features a number of new tools and resources for transfer. Some of the features of the new site include:

- a revised search function enabling easier access to information in the BC Transfer Guide;
- a "Search by Course Load" function allowing users to search multiple courses from multiple institutions;
- a map of the BC Transfer System, with information and links to each institution;
- detailed information on how transfer works in BC, including tips and strategies to successfully plan a transfer route;
- information on Block Transfer, Advanced Placement and International Baccalaureate, and other programs.

[See Section 7.1.2b for further information regarding BCTransferGuide.ca.]

2.2 Re-design of Transfer Credit Evaluation System

In addition to the launch of BCTransferGuide.ca, BCCAT undertook a significant re-design to the web-based Transfer Credit Evaluation System (TCES), which is used by all institutions in the BC Transfer System to create and maintain articulation agreements. The new TCES was re-designed to allow it to connect directly to the BC Transfer Guide database and to dynamically update BCTransferGuide.ca as new agreements are established.

Some of the features of the re-designed TCES include:

- a dynamic connection to the BC Transfer Guide database; users can now search the BC Transfer Guide from within the TCES;
- a step-by-step transfer credit evaluation request process that walks users through the submission of new and revised transfer credit requests;
- a notification system for institutions to inform articulation partners of changes to courses and credit values;

- a reminder system to track the status of articulation requests;
- a data export mechanism enabling downloads of data from the BC Transfer Guide into Excel;
- administrative efficiencies that allow the BC Transfer Guide to publish and maintain agreements on a daily basis.

[Refer to Section 7.1.2a for more information on the redevelopment of the TCES.]

2.3 System Consultation: Examining Transfer Models

As the BC Transfer System grows and becomes increasingly complex, BCCAT seeks to ensure that the structure and organizations of the BC Transfer Guide continue to operate efficiently and effectively in providing students with the information and resources they need to successfully navigate the changing post-secondary environment.

For this reason, BCCAT launched a system-wide consultation focused on the examination of current and alternative transfer models and how transfer information might be expanded, as outlined in a Discussion Paper entitled *Recalibrating the BC Transfer System*. The consultation process involved an online survey as well as an invitation for written responses. Attendees of the Annual Meeting of Articulation Committee Chairs and System Liaison Persons (held in February 2006) also provided feedback on this issue.

The survey results are currently under review, but the Discussion Paper is available for viewing online at bccat.bc.ca/consultation. *[See Section 4.4 for further details.]*

2.4 *How to Articulate* Handbook

The *How to Articulate* handbook was developed as a resource for institutions, departments, faculty members, and articulation committees engaged in articulating courses and programs for credit within the BC Transfer System. It is a practical and user-friendly manual based on best practices as observed and recorded by the BC Council on Admissions and Transfer over many years of coordinating and administering articulation and transfer. The handbook is available online at bccat.bc.ca/articulation/handbook. *[See Section 4.3a for further details.]*

2.5 Transfer Projects: A Landmark Year

BCCAT funds two different kinds of projects, Transfer Innovations (TI) and the smaller Transfer and Articulation Projects (TAPs). This year marked a milestone in that the 40th project was approved and funded. Since 1999 BCCAT has allocated $339,000 to this activity. TI projects average $9,500 to fund and administer, while TAPs average $3,800. Together these projects have engaged hundreds of faculty in improving transfer pathways for students and in devising innovative and flexible solutions to transfer difficulties, thereby benefiting thousands of BC students in a highly cost-effective manner. *[See Section 4.6 for more information regarding these projects.]*

2.6 Data Sharing: Improving Understanding of Transfer Student Mobility

For the second year, BCCAT released the results of its "potential transfer student" research conducted in 2005-06 using 2004-05 data. The cooperative sharing of institutional data by public colleges, university colleges and institutes through the Central Data Warehouse (CDW), and universities has improved our understanding of the number of transfer students that could potentially flow into BC's universities. As well, enhancements made to 2004-05 data collection have yielded mobility patterns of transfer students from CDW institutions to all BC public institutions in 2005.

This type of mobility data was made possible through the work of BCCAT's Enrolment Planning Data Sub-committee with considerable effort from Hugh Judd in the Ministry of Advanced Education (AVED); institutional researchers; and Moufida Holubeshen, consultant for the project. Research reports and underlying Excel pivot tables have been made available to Institutional Research Directors and Registrars through a password protected AVED website, allowing them to analyze the richness of the data for their institutions for enrolment planning purposes.

Fall 2004 "eligible transfer students" or ETR (those enrolled in or having completed 24 or more transferable credits at a CDW institution with a GPA of 2.0 or greater) were identified as a subset of "potential transfer students" or PTR (those enrolled in at least one credit course listed in the BC Transfer Guide). Students who subsequently registered in a university in 2005 are called "successful transfer students" (STR). The mobility of PTR and ETR was also tracked to non-university institutions.

Highlights on successful transfer students to universities from the 2004-05 data:

- In Fall 2004, there were 60,519 potential transfer students (PTR) at BC colleges, university colleges and institutes, excluding BCIT.[1] This represents a drop of 1.5% in PTR students over Fall 2003.
- There were 25,300 eligible transfer students (ETR) in Fall 2004. Of these, 4,645 registered at a BC university in 2005 and are considered successful transfer students (STR). An additional 791 transfer students had attended a CDW institution prior to 2004; thus, the total STR in 2005 is 5,436 or 21.5% of ETR.
- Excluding BCIT, the number of Fall 2004 PTR with 0-15 credits dropped 8% compared with Fall 2003.
- Examining only the four universities (SFU, UBC, UNBC & UVic) whose data were included in both Fall 2004 and 2005, there was a 15% increase in the number of STR students between years. While part of this is explained by the inclusion of full year data for all universities in 2005, the increase is also accounted for by significantly more transfer students enrolling at UVic in 2005. The university breakdown is as follows:
  - UVic admitted 167% more transfer students and UNBC admitted 33% more.
  - UBC admitted 3% fewer transfer students. While SFU still admitted the greatest number of STR in 2005, it admitted 11% fewer than in the previous year.

[Further information on this research is available in Section 5.2c of this report.]

[1] While BCIT was included beginning with Fall 2004 data and had 3,152 PTR, it is not included here to allow comparability with Fall 2003 figures.

2.7 Degree Recognition: Facilitating Discussion

With the recent expansion of degree opportunities now provided by colleges and institutes throughout BC, Alberta, and Ontario, a new issue has emerged regarding a problem some students appear to be experiencing after completing their undergraduate degrees at a BC college or institute. Specifically, some Ontario universities have been advising these students that their applications for graduate or professional programs will not be considered on the basis that their degrees were conferred by a college or institute not registered as a member of the Association of Universities and Colleges of Canada (AUCC).

BCCAT has taken a lead role in facilitating discussion on this issue, by initiating dialogue across the system, with the Presidents of AUCC, ACCC (the Association of Canadian Community Colleges), and TUPC (the University Presidents' Council); the BC College Presidents; and senior Ministry staff. These discussions will result in the development of a Discussion Paper, expected to be published in Spring 2006. *[For further details see Section 5.2g and 5.5.]*

2.8 Irving K. Barber BC Scholarship Society

In Spring 2005, the Ministry requested that BCCAT provide secretarial services to the newly established Irving K. Barber British Columbia Scholarship Society. BCCAT agreed to do so, and Stephanie Oldford has been acting in this capacity since June. In addition, Frank Gelin is both a member of the Society and the Chairman of its Board. In keeping with the vision of its namesake – the philanthropist Irving K. Barber – the first scholarship program being administered by the Society is intended to benefit the province's transfer students. The first awards of the Irving K. Barber British Columbia Scholarship Program will be distributed in Fall 2006. The Society is also administering the One World Scholarship, a scholarship program established by a donation from the Ministry to benefit students pursuing a portion of their post-secondary studies abroad.

3. THE BC TRANSFER SYSTEM

3.1 Institutions in the BC Transfer System

The following institutions are members of BC Transfer system.[2]

➢ **COLLEGES**

Camosun College *(Victoria)*
Capilano College *(North Vancouver)*
College of New Caledonia *(Prince George)*
College of the Rockies *(Cranbrook)*
Douglas College *(New Westminster)*
Langara College *(Vancouver)*
North Island College *(Courtenay)*
Northern Lights College *(Dawson Creek)*
Northwest Community College *(Terrace)*
Okanagan College *(Kelowna; from Sept. '05)*
Selkirk College *(Castlegar)*
Vancouver Community College *(Vancouver)*
Yukon College *(Whitehorse)*

➢ **UNIVERSITY COLLEGES**

Kwantlen University College *(Surrey)*
Malaspina University-College *(Nanaimo)*
University College of the Fraser Valley *(Abbotsford)*

➢ **PRIVATE INSTITUTIONS**

Columbia College *(Vancouver)*
Coquitlam College *(Coquitlam)*
Corpus Christi College *(Vancouver)*
Trinity Western University *(Langley)*

➢ **UNIVERSITIES**

Royal Roads University *(Victoria)*
Simon Fraser University:
SFU Burnaby
SFU Vancouver
SFU Surrey
Thompson Rivers University &
Thompson Rivers University – Open Learning *(Kamloops; from April '05)*
University of British Columbia:
UBC Vancouver
UBC Okanagan (Kelowna; from Sept. '05)
University of Northern British Columbia *(Prince George)*
University of Victoria *(Victoria)*

➢ **INSTITUTES**

British Columbia Institute of Technology *(Burnaby)*
Emily Carr Institute *(Vancouver)*
IIG – All Nations Institute *(Burnaby)*
Justice Institute of British Columbia *(New Westminster)*
Nicola Valley Institute of Technology *(Merritt)*

In addition, specified degree programs at the following private institutions have been approved for articulation within the BC Transfer System:

- **Lansbridge University** - *Bachelor of Business Administration*
- **Sprott-Shaw Community College** - *Bachelor of Business Administration*
- **University Canada West** – *Bachelor of Commerce, Bachelor of Arts (Media & Communications), Bachelor of Arts in Geography, Bachelor of Arts in Culture, Heritage & Tourism, Bachelor of Arts (Economics), Bachelor of Commerce (Technology Management), Master of Business Administration.*

[2] While many of these institutions have more than one campus, this list indicates the main campuses.

a) *Institutional Contact Persons (ICPs)*

Institutional Contact Persons are valuable links between BCCAT and institutions throughout the BC Transfer System. The ICP Committee is composed of institutional representatives who advise BCCAT on administrative matters related to transfer. As well, they provide and check information on all transfer agreements, and they act as vital conduits for transfer-related information.

The Annual Meeting of ICPs is BCCAT's main opportunity to connect with these individuals in person. This year's meeting was held on April 22, 2005, and was well attended (62 participants). The meeting focused on issues surrounding alternative models for transfer and public-private articulation. In addition, Mike Winsemann (Transfer Guide Coordinator) provided an update on changes underway in the BC Transfer Guide and the Transfer Credit Evaluation System. A list of current ICPs is available on the BCCAT website at bccat.bc.ca/council/icps.html.

b) *Transfer Credit Contacts (TCCs)*

Transfer Credit Contacts are involved on the "front line" of transfer and articulation at their institutions. They offer considerable assistance to BCCAT, through interaction with the Transfer Guide Coordinator on logistical issues related to the processing of articulation agreements. BCCAT received extensive feedback and constructive advice through consultation with TCCs as the Transfer Credit Evaluation System underwent significant revisions. *[See Section 7.1.2a for further details.]*

3.2 Accountability of the BC Transfer System

In April 2005, a paper entitled *The Accountability of the BC Transfer System* was prepared by BCCAT staff at the request of the Accountability Branch of the Ministry of Advanced Education (AVED). The purpose of the paper was to provide evidence that the BC Transfer System has been effective and therefore accountable for the public funding that supports that system. The paper attempts to show:

- the multi-faceted nature, breadth, and depth of research that has been conducted to determine the effectiveness of the BC Transfer System and the success of transfer students;
- the longitudinal nature of some elements of that research;
- efforts that have been made to promote innovation in the transfer system for the benefit of students and institutions;
- the role that BCCAT plays in working with institutions to ensure an effective transfer system.

This paper was distributed to the Ministry, Council, and appropriate committees and was referenced at the June meeting of BC Institutional Researchers and Planners (BCIRP). It is available at bccat.bc.ca/pubs/bccataccountability.pdf.

3.3 BC Transfer Guide: Facts & Figures

The BC Transfer System is designed to allow students to pursue their first year or two of academic or applied study at a community college, a university college, or an institute and have this work recognized by a degree-granting institution towards the completion of a baccalaureate degree. Additional transfer routes are also possible (*e.g.* from college to college, university to university, etc.). The BC Transfer Guide lists equivalencies for first and second year courses taken at "sending" institutions, transferring to "receiving" institutions.[3] This information is available in two formats: a searchable online database at BCTransferGuide.ca and downloadable tables for each institution in Portable Document Format (PDF).

- BCTransferGuide.ca contains a course-to-course database of equivalencies across academic disciplines. In addition, it records equivalencies for Business Management programs, as well as Block Transfer agreements and information about flexible transfer arrangements. There is new information this year about Biology, BC Public Service Leadership, Community & School Support, and Sociology/Anthropology. *[See Section 4.6 for further details.]*
- Also included in the BC Transfer Guide is transfer information for International Baccalaureate, Advanced Placement, and Adult Basic Education programs; as well, there is a comprehensive section on transferring with an associate degree, and a "Transfer Help" menu.
- Since BCTransferGuide.ca launched in August, the website averages over 1000 visits per day with the average user spending 10 minutes per visit. A "visit" refers to the time a user enters the site to the time the user exits. The most popular pages remain the "search by sending" and "search by receiving" institution options.
- The Transfer Guide Coordinator responds to several hundred email queries from transfer students each year, including an increasing number of queries from students outside BC and internationally.
- Changes to the status of several institutions resulted in substantial changes to the BC Transfer Guide. The former Okanagan University College became Okanagan College and UBC Okanagan Campus. This resulted in a number of changes to existing transfer agreements in order to create articulations for the new Okanagan College and to align existing agreements to UBC Okanagan's course numbering. OUC's existing agreements were given an end-date of August 31, 2005, resulting in a large increase in the number of grandparented agreements. OC and UBCO inherited approximately 80% of OUC's previous active agreements, which accounts for the reduction in active agreements from 2004-05 to 2005-06.
- Three new private institutions were given consent to offer degrees, allowing them to articulate as receiving institutions in the BC Transfer Guide. As of this date, only Sprott-Shaw Community College has formally articulated agreements, while University Canada West is relying on transfer protocols. Lansbridge University has yet to establish any course-to-course agreements.
- Effort was made this year to consolidate inaccurate information in the Block Transfer Guide, which has resulted in a number of duplicate or inactive arrangements to be removed.

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[3] While all institutions send and receive students, they are identified in the BC Transfer Guide as either primarily "sending" or "receiving" institutions, and in some cases both, based on their major role.

- The Transfer Credit Evaluation System (TCES), was re-developed to a more dynamic model to provide additional functionality for both institutional users and students who use the BC Transfer Guide. The re-developed TCES was launched in August, 2005. Currently, all institutions in the BC Transfer System are using the new TCES to create and maintain their transfer agreements. *(See Section 7.1.2a for further details.)*

The change in activity reflected in the BC Transfer Guide database over previous years is highlighted in the following table.[4]

	March 31, 2003	March 31, 2004	March 31, 2005	March 31, 2006
Number of individual "sending" institution courses[5]	7,669	8,146	7,921	8,757
Number of active course transfer agreements (agreements with either no official end-date or an end-date after March 31, 2005)	50,172	52,248	57,520	55,656
Number of active transfer agreements per course	6.5	6.4	7.3	6.4
Number of Block Transfer arrangements	602	774	786	759
Number of changes made to the database records	6,427	7,227	20,234	9,721
Number of grandparented course transfer agreements[6]		20,900	27,506	36,208
Total number of agreements in the Transfer Guide (including active and grandparented agreements)		73,148	85,026	91,864

[4] These numbers provide a "snapshot" as of the end of each fiscal year, with the exception of the number of changes made to the database records, which is a cumulative total for the twelve-month period.

[5] Prior to 2004-05, a "sending" course was defined as any course that has an active or grandparented transfer agreement in the BC Transfer Guide. This definition was revised in 2004-05 to include only courses that are currently being offered by BC sending institutions. Grandparented courses that are no longer offered at BC sending institutions are no longer included in this number.

[6] Course transfer agreements with an end-date prior to March 31, 2006, for which transfer credit is still available.

4. TRANSFER & ARTICULATION

4.1 Transfer & Articulation Committee

The Transfer and Articulation Committee reviews and approves all Transfer Innovations (TI) and Transfer and Articulation Projects (TAP), and any relevant research projects. The Committee approves all new articulation committees, convenes the annual meeting of Articulation Chairs and System Liaison Persons, assists with the resolution of transfer controversies, and provides advice to Council on matters related to public-private articulation and the expansion of the BC Transfer System.

Committee Members:

- **David Leeming (Chair)**
  Professor of Mathematics & Statistics, University of Victoria
- **Karen Evans**
  Dean, Community Access, Business & Information Technology, University College of the Fraser Valley
- **Margery Fee** *(term ended, 2006)*
  English Professor, University of British Columbia
- **Martin Gerson**
  Dean of Instruction, Langara College
- **Louis Giguère**
  Interim Provost and Dean of Arts & Science, Thompson Rivers University – Open Learning
- **Norbert Haunerland**
  Professor, Dept. of Biological Sciences, Simon Fraser University
- **Kathleen Kielly**
  Deputy Registrar, University of Northern British Columbia
- **Marvin Krank** *(term ended, 2005)*
  Associate Vice President (Academic), Okanagan University College
- **Margarita Reyes** *(term ended, 2006)*
  Student, Kwantlen University College
- **Heather Schneider** *(term ended, 2006)*
  Dean of Instruction & Development, College of the Rockies
- **Trevor Toone**
  Principal, Columbia College
- **Brigid Walters**
  Dean, Academic Programs, North Island College

4.2 Articulation Committees and the Annual Meeting of Chairs & System Liaison Persons (SLPs)

This year, a merger occurred between the Business Administration Articulation Committee and the Commerce Articulation Committee. This brings the number of recognized articulation committees to 70.

The Annual Meeting of Articulation Chairs & SLPs was held on February 3rd. It was exceptionally well attended (approximately 100 people) and covered a variety of topics, including a session encouraging articulation committees to share best practices, demonstrations of new BCCAT products, and updates on admissions and transfer issues. BCCAT's consultation, *Recalibrating the Transfer System*, was underway at the time of the meeting and was the major subject of the day's discussions.

Staff members attended a number of articulation committee meetings this year and also responded to requests for information and support from several committees. In particular, staff wrote a letter to the College of Dental Surgeons affirming the right of the Allied Dental Educators Articulation Committee to speak on behalf of faculty in articulated dental assistant programs. We provided advice to several committees about the articulation of online courses, and we acted as a resource for several committees considering inviting private institutions to participate in their meetings. We worked with a trades articulation committee to refine their proposal to solve a problem with the revision of outdated curriculum.

4.3 Articulation Resources

a) *How to Articulate Handbook*

This year marked the publishing of the first edition of this new handbook, designed as a resource for faculty and others who are charged with assessing courses and assigning transfer credit. The *How to Articulate* Handbook was authored by Finola Finlay (Associate Director) and edited by Valerie Yorkston (Executive Assistant), with the expert assistance of an Editorial/Advisory Committee.[7] It is based on best practices observed and recorded by BCCAT over several years of coordinating and administering transfer and articulation in BC. BCCAT distributed copies to each of the institutions in the BC Transfer System in August 2005. In addition, a web-based edition of the *Handbook* is available as a reference on the BCCAT website at bccat.bc.ca/articulation/handbook.

b) *A Brief History of the Transfer System in British Columbia*

This paper (prepared by Devron Gaber, Associate Director) outlines the history of key events in the development and maintenance of the post-secondary transfer system in BC over the last six decades. It provides a chronological account of these events, in point form, and is available online at bccat.bc.ca/system/history.html.

[7] Membership details of this committee were provided in our 2004-05 Annual Report; they are also included at the end of the Handbook itself.

c) *Annual Summary of Articulation Committee Meetings*

Stephanie Oldford (Transfer and Articulation Assistant) developed this new document/web resource, briefly summarizing activity at each of the articulation committee meetings taking place over the year. This document will henceforth be produced annually and provides a means to inform articulation committees about activities and initiatives being undertaken elsewhere in the articulation community. The 2005 summary is available online at bccat.bc.ca/articulation/.

d) *Articulation Committees' Online Community – Pilot Project*

In July 2005, BCcampus offered BCCAT an opportunity to utilize its Learning Community technology. After some discussion, it was felt that articulation committees may benefit from having this platform to enhance their communications. BCCAT determined that a pilot was the best way to determine whether the workload involved in administering the community would be justified by its utilization and enhancement to articulation committee communications. BCCAT staff worked with BCcampus to develop the BCCAT Community and then invited two test groups to join the community.

4.4 System Consultation: *Recalibrating the BC Transfer System*

This year BCCAT engaged in a major consultation to determine how best to expand transfer information and to identify models to address the evolving nature of the post-secondary system. Specifically, the consultation sought feedback on the question of expanding transfer agreements to reflect the reality that institutions increasingly both send and receive transfer students.

This consultation took place between November 2005 and March 2006, and focused on issues identified in a Discussion Paper entitled *Recalibrating the BC Transfer System*. Feedback on this paper was sought through numerous mechanisms. Firstly, an online survey was developed which was completed by over 120 respondents. Secondly, feedback was welcomed through written response, to provide a less constrained avenue for institutional/departmental responses. Finally, attendees at the annual meeting of Articulation Committee Chairs and System Liaison Persons also provided feedback. Further feedback will be sought from selected groups.

As the deadline for response coincides with the production of this Annual Report, detailed analysis of the responses or extrapolation of recommended next steps is unavailable. However, the results of this consultation will lead BCCAT to a re-examination of the structure and mechanisms supporting the BC Transfer Guide in the coming year. The Discussion Paper is available online at bccat.bc.ca/consultation/index.htm.

4.5 Public/Private Articulation

BCCAT's mandate includes responsibility for coordinating articulation between private and public institutions. Accordingly, BCCAT has been active in 2005-06 on a number of fronts. *[In addition to the following, please refer to Section 8.1.2a for activities related to the Degree Quality Assessment Board.]*

a) *Articulation with Private Degree-Granting Institutions*

In 2004-05, BCCAT developed a new *Policy and Processes under which a Private Degree-Granting Institution Articulates Approved Degree Programs within the BC Transfer System.* The policy and related documents can be found at bccat.bc.ca/system/privatepolicy.pdf.

Since implementing this policy, eight new programs are now listed as "approved to articulate" within the BC Transfer System: six baccalaureate degrees offered at University Canada West, a Bachelor of Business Administration offered by Sprott-Shaw Community College, and a Bachelor of Business Administration offered by Lansbridge University. BCCAT staff assisted new institutions to enter the transfer system by providing training and acting as an informational resource and facilitator of articulation. *[See Section 3.1 for details.]*

b) *Facilitating Private-Public Articulation*

BCCAT staff responded to numerous phone calls and emails requesting information on matters relating to public-private articulation. While these enquiries came most often from private institutions, several requests for information and assistance also came from within the BC Transfer System. This year we responded to several issues related to the attendance of representatives from private institutions at articulation committee meetings.

In addition to providing general information and assistance, this year staff met with representatives of the BC Association of Career Colleges and made a presentation at their annual conference. We attended, by invitation, and spoke at a meeting of the Sprott-Shaw Community College Academic Council and coordinated a meeting of the Business Transfer Guide sub-committee with a Sprott-Shaw Community College representative.

As well, BCCAT staff met with several private institutions that were in the midst of the DQAB application process, in order to advise on transfer and articulation aspects of organization and degree program reviews. In particular, we conducted an articulation workshop for Canadian International College, provided advice to IBT International and to Vancouver Central College, initiated contact with Quest University, and acted as a resource for a public and a private college negotiating a block transfer agreement.

c) *Charging for Articulation*

In 2004-05, BCCAT engaged the services of Dr. Ian Mugridge to research and report on the question of whether or not to contemplate charging private institutions for the costs associated with establishing and maintaining articulation agreements. Dr. Mugridge's final report and recommendations were reviewed and discussed by Council in June 2005. At the September 2005 Council meeting, further discussion of the Mugridge report and a cover paper prepared by BCCAT staff led to the Council's consensus that, at this time, there is no urgent need for policy development pertaining to the issue of charging for articulation. Dr. Mugridge's report is available at bccat.bc.ca/pubs/chargingforarticulation.pdf.

4.6 Transfer Innovations (TI) and Transfer & Articulation (TAP) Projects

Transfer Innovations (TI) projects are undertaken by articulation committees with funding provided by BCCAT. Projects focus on a particular program or discipline and are designed to improve transfer by recommending innovative approaches or providing better information on transfer options and pathways within that subject area.

Jennifer Orum (Special Project Coordinator) works with project teams to ensure that contracts are completed and that committees receive the support they need as they undertake this important work. The following two TI projects were completed this year:

a) *Community and School Support (CASS) – Transfer Matrices*

Community and School Support is one of three sub-sectors within the Human Service Programs Articulation Committee, with CASS programs preparing support workers to facilitate the inclusion of people with disabilities in Canadian society. This project involved creation of transfer matrices that formalized inter-institutional/inter-program articulation and transfer for fourteen public institutions, including ten colleges, two university colleges and Thompson Rivers University. A CASS *Articulation Guide for Instructors and Institutions* was produced that includes: (a) the course transfer matrices, (b) learning outcomes for seven major curriculum categories, (c) the process for placing new courses on the transfer matrices, and (d) the annual process for updating the matrices. The project final report and the Articulation Guide for Instructors and Institutions are available at bccat.bc.ca/articulation/projects/cassfinal06.pdf.

b) *Sociology/Anthropology – Flexible Pre-Major Analysis*

This report identified barriers faced by students in sociology and anthropology transferring from BC colleges to degree programs. For example, they are sometimes forced to take additional first and second year courses to meet pre-requisites to take upper level courses or to meet major or degree requirements at the receiving institution. In part, this reflects the substantial variation of first and second year course offerings among post-secondary institutions and the fact that some key courses are offered in different years. The report concluded that a Flexible Pre-Major could provide a solution to these problems, while outlining some of the potential obstacles to reaching an agreement among institutions. It described an initial portrait of what a Flexible Pre-Major might look like and recommended that the articulation committee proceed to the next phase by applying for a Flexible Pre-Major Implementation project. The project report is available at bccat.bc.ca/articulation/projects/ansoflexiblepremajor.pdf.

Through the Transfer & Articulation Project (TAP) Fund, BCCAT supports and coordinates projects that improve transfer but do not fit the criteria outlined for TI projects. TAP projects normally focus on the development of information resources (such as brochures or websites). No TAP-funded projects were completed during 2005-06.

4.7 Inter-Institutional Transfer Credit Issues

Each year BCCAT assists institutions as requested in any area of concern that arises in the realm of articulation and transfer. This year, BCCAT staff continued to spend considerable time assisting SFU to prepare their sending institution partners for significant changes in the undergraduate curricular requirements. In particular, we encouraged sending institutions to submit courses for 'W' designation and we devised a method of recording 'W', 'Q', and 'B' designations on the BC Transfer Guide.

Finola Finlay (Associate Director) attended, at the invitation of the University of Victoria, a meeting to discuss UVic's concerns regarding the English competence of some transfer students. (This meeting was closely related to the first project described in the next section.)

Finola Finlay also mediated a transfer dispute between Kwantlen University College and Simon Fraser University regarding the transfer credit assigned to an English course. The dispute was resolved to the satisfaction of both parties.

4.8 Other Articulation Issues

a) *Adult English as a Second Language and University Level English: Problem Definition Project*

BCCAT has contracted with Dr. Roger Blackman, Professor Emeritus, Simon Fraser University, to investigate and clarify the nature and extent of concerns regarding international and domestic ESL students who appear to successfully complete university-level English courses at colleges in the BC Transfer System, despite an inability to demonstrate English proficiency through assessment tests or courses taken at other institutions. Dr. Blackman has been asked to make recommendations regarding possible next steps, and possible loci of responsibility for taking those steps. As part of the investigation, BCCAT staff convened and chaired a meeting of an "interest group" to provide input for Dr. Blackman and to advise on the appropriate scope of the project. Dr. Blackman's final report and recommendations are due later in 2006.

b) *Examining the Benefits of BC's Articulated System: A Feasibility Study*

Dr. John Munro, Professor Emeritus, Simon Fraser University, was contracted to perform this study to look at a potential cost-benefit analysis of an articulated system of post-secondary education. While a previous report looked at the costs involved in establishing and maintaining articulation agreements, this report assesses the feasibility of moving to a full analysis of the benefits of an articulated system. It defines the nature of the benefits and to whom they accrue, describes options for measurement, and makes recommendations for next steps. Dr. Munro's final report is available online at bccat.bc.ca/pubs/systembenefits.pdf.

4.9 Associate Degree – Transfer Information

In recent years, and largely by default, it has fallen to the Council to provide support and information regarding the associate degree. This involves dealing with a range of issues pertaining to this provincial credential. Every year the Council receives and responds to numerous enquiries, such as requests for advice on institutional policy or clarification of requirements.

The associate degree is awarded two years of transfer credit at all BC universities and university colleges. Some institutions offer an admission advantage to students who have completed this credential. BCCAT is currently exploring the possibility of expanding the BC Transfer Guide to allow users to search for course applicability to the associate degree. While many institutions believe it would be of value to expand the BC Transfer Guide to contain this information, BCCAT is still considering different technological solutions that will balance the needs of its users while minimizing the administrative burden to BCCAT. Work remains ongoing on this project.
This year BCCAT considered the question, raised by registrars' offices, "Can a third or fourth year course count towards completing the requirements for an associate degree?" In response, and in consultation with institutions, Council developed and approved an additional "frequently asked question" which has been posted online at bctransferguide.ca/associate/faq.cfm#5.

5. ADMISSIONS

5.1 Admissions Committee

The Admissions Committee provides expert advice to BCCAT and examines issues pertaining to capacity, demand, and student mobility and recommends policies and practices that facilitate the admission process for direct entry and transfer students within the BC post-secondary system. The Committee developed and approved a 2005-06 work plan, which includes a number of projects designed to fulfill the Committee's objectives. Progress on these projects, many of which deal with research on student mobility, is outlined below.

Committee Members:

- **James Cooke (Chair)**
  Vice President, Student & Institution Support, Capilano College
- **Cheryl Dahl**
  Director, Student Services, (until August, 2005)
  University College of the Fraser Valley
- **John DeGrace**
  University Secretary & Registrar, University of Northern British Columbia
- **David Glen**
  Associate Administrative Registrar, Undergraduate Admissions & Records
  University of Victoria
- **Bob Harris**
  Counselling Coordinator, College of New Caledonia
- **Paul Harrison**
  Associate Dean of Science, University of British Columbia
- **Greg Lee**
  President, Capilano College
- **Jan Lindsay** *(since September 2005)*
  VP Education, Douglas College
- **Rick Monaghan** *(since September 2005)*
  Coordinator, Advising Centre, Malaspina University-College
- **Donna Moroz**
  Head, Counselling Department, Prince of Wales Secondary School
- **Peter Ricketts** *(until June 2005)*
  Vice President, Academic, Okanagan University College
- **Kate Ross**
  Registrar, Camosun College
- **Walter Sudmant**
  Director of Planning & Institutional Research, University of British Columbia
- **Diane Whiteley**
  Director of Records & Registration, Simon Fraser University
- **Jessi Zielke**
  Executive Director, Career Education Society

5.2 Projects Completed in 2005-06

a) Expand Applicant Flow Studies to More Post-Secondary Institutions

Studies have been conducted for several years on the flow of both direct entry and transfer applicants into four universities and, in 2003-04, to five universities and five university colleges through a BCCAT-sponsored research project. In 2004, BCCAT contracted with Martin Butler of The Butlers and Associates to conduct a study on the feasibility of and support for conducting system-wide applicant flow studies. The goal of expanded applicant research is to develop a better understanding of applicant demand across all public post-secondary sectors and the capacity of those sectors to meet that demand. The Butler study found support in general, strongest among colleges, institutes, and university colleges, for system-wide applicant studies but only when resulting data provided a return on investment to stakeholders that exceeds the work of supplying and validating the data. One of the key recommendations of the report was that BCCAT should form a Task Force to define the scope of, questions for, and mechanisms for completing an expanded applicant flow research project.

BCCAT formed the Task Force on Applicant Research in June 2005 (see membership details below). Martin Butler was contracted to assist with this project. The main role of the Task Force is to provide system input into the development of a plan for expanded applicant research that will result in useful, timely information for institutions while being achievable within institutions' workloads. The Task Force, which was disbanded at the end of March 2006, has completed the following tasks:

- Recommended to the Central Data Warehouse (CDW) Data Definitions and Standards Committee the expansion of existing CDW data elements and tables to accommodate applicant data with the first submission due in Fall 2006. The recommendation was accepted.
- Determined that the ideal mechanism for carrying out system-wide applicant research on an ongoing basis was the Student Transitions Project (STP), which is described under Section 5.4 below.
- Developed an Implementation Plan on how to conduct an applicant flow study that will include all CDW-contributing institutions and universities. The Plan will be submitted as advice to the Student Transitions Project Steering Committee, which has included a system-wide applicant study in its 2006-07 work plan.

Task Force on Applicant Research Members:

- **Trish Angus**
  Registrar, Douglas College
- **Barbara Boese**
  Institutional Research Officer, College of New Caledonia
- **Dale Box *(Chair)***
  Director, Institutional Research & Planning,
  University College of the Fraser Valley
- **Tony Eder**
  Director, Institutional Analysis, University of Victoria

- **Hugh Judd**
  Data Warehouse Coordinator, Ministry of Advanced Education
- **Paul Merner**
  Director, Educational Research & Development, Camosun College

b) *Provide Personal Education Numbers (PENs) to all Post-Secondary Applicants*

Studies of applicant flows across post-secondary institutions are not possible unless all applicants are provided with a Personal Education Number (PEN), which results in unduplicated headcount data. In 2004, a BCCAT-sponsored study by Greg Link found strong support from all post-secondary sectors for movement towards universal use of the PEN at the applicant stage. Acting on a recommendation of the study and working with BCCAT, the BC Registrars' Association (BCRA) formed a PEN sub-committee to examine the issue further.[8] Based on a recommendation from this sub-committee, BCRA agreed in February 2004 that institutions should begin submitting both registrant and applicant information to the Ministry of Education (MOE) on a monthly basis for PEN validation.

In 2005-06, BCCAT staff worked closely with the Ministry of Education to determine which institutions were beginning to submit student data for PENs on a regular basis. Staff also worked with the BCRA to determine which institutions are submitting applicant data for PENs and with individual institutions to encourage PENs for all applicants.

c) *Share Information for Enrolment Planning Purposes*

In 2004-05, BCCAT formed the Ad Hoc Committee on Sharing Information on Enrolment Planning (see membership details below) to discuss ways in which post-secondary sectors could share student enrolment data to assist individual institutions with enrolment planning decisions. The Committee formed the Enrolment Planning Data Sub-committee (see membership details below) to develop recommendations on the mechanisms for sharing enrolment data. In March 2005, BCCAT released its first set of findings on potential transfer students in Fall 2003 in colleges, university colleges, and institutes and successful transfer registrants at universities in Fall 2004 (full year data for SFU only).

Based on the work of the Enrolment Planning Data Sub-committee, in March 2006, BCCAT released a set of four reports with underlying Excel pivot tables through an AVED password-protected website. Moufida Holubeshen was contracted to prepare the reports, which contained potential transfer student findings from 2004-05 along with reworked 2003-04 data. The 2004-05 data included a number of important enhancements which resulted in a much richer database that individual institutions could utilize to understand the mobility of transfer students. These enhancements include:

- Full year data on actual transfer registrants at six universities, including UBC Okanagan.
- Program level data for students in colleges, university colleges, and institutes and faculty level data for transfer registrants at universities.
- Multiple destinations in Fall 2005 of potential transfer students, including other colleges, university colleges, and institutes. This latter enhancement has resulted for the first time in an understanding of transfer student mobility patterns among all post-secondary institutions.

[8] Membership details for this sub-committee were provided in our 2004-05 Annual Report.

A second aspect of sharing information for enrolment planning purposes involves universities providing sending institutions with both historical and predictive data on university enrolment targets and GPA cut-offs. Two sets of data were released in 2005 through the cooperation of BCCAT and The University Presidents' Council (TUPC).

The first set involved university Institutional Research Directors working through TUPC to provide to sending institutions 2005-06 "planned" targets for new BC college transfer and direct entry students, and GPA cut-off points for university admission as they became available. That information was collected and compiled by BCCAT and posted online on July 15th. [This document is available online at bccat.bc.ca/pubs/2005targets.pdf.] It contains new student target information for individual university faculties and programs where available and GPA cut-off points for new Arts and Science students. Notification that the information was available was sent to institutional VPs Academic, IR Directors and Registrars, key AVED contacts, and appropriate BCCAT committees.

The second set involved TUPC updating in October 2005 their online Table 2.1 *Admission Targets/Quotas and Cut-Off Points for New Entry Students – Arts & Science* and accompanying spreadsheet to include "actual" figures for Fall 2005. BCCAT then notified Institutional Research Directors that this data was available.

Ad Hoc Committee on Sharing Information on Enrolment Planning:

- **Robert Buchan**
  President, University Colleges of BC
- **Paul Harrison, Chair**
  Associate Dean of Science, University of BC
- **Blair Littler**
  Vice-President, The University Presidents' Council
- **Judith McGillivray**
  VP for Learning & Provost, Kwantlen University College
- **Jim Reed**
  President, BC College Presidents
- **John Waterhouse**
  VP Academic, Simon Fraser University
- **Walter Wattamaniuk**
  Director, Office of Analytical Studies, Simon Fraser University
- **Susan Witter**
  President, Douglas College

Enrolment Planning Data Sub-Committee Members:

- **Kathleen Bigsby**
  Director, Institutional Analysis & Planning, Kwantlen University College
- **Bob Cowin**
  Director, Institutional Research & Planning, Douglas College
- **Hugh Judd**
  Data Warehouse Coordinator, Ministry of Advanced Education
- **Walter Wattamaniuk**
  Director of Analytical Studies, Simon Fraser University

d) *Examine 3rd and 4th Year Degree Completion at Institutions Other than Universities*

The purpose of this study was to determine how many potential transfer students continue their baccalaureate studies at a university college, college, or institute in BC. It became obvious from the work of the Enrolment Planning Data Sub-committee that this project could be subsumed under the enhanced work on determining multiple destinations of potential transfer students using data from the CDW. Thus this project was completed as part of the project described under Section 5.2c.

e) *Develop Scenarios on Different Dates for Notifying Students of Acceptance*

The Admissions Committee 2005-06 included a project to describe (as scenarios) the issues that could result from institutions having different dates for notifying students of acceptance to a program within an institution. The project stemmed from a view held by some that moving to common dates would be beneficial for students and institutions. It became obvious to BCCAT staff that it would be more useful to report on the actual procedures employed by various institutions, based on a review of five institutional calendars and interviews with personnel from the admissions/registrar's office at each institution.

The result was a report entitled *The Impact of Different Dates for Notifying Students of Acceptance at Institutions*, which was presented to the Admissions Committee at its November 2005 meeting. The key conclusion of the report was that moving to similar dates for notifying applicants of acceptance at various institutions would not solve any issues for direct entry or transfer students or for institutions. The Admissions Committee agreed with this conclusion and accepted the report's recommendation that no further work be done on this topic.

f) *Develop Scenarios on Implications of Using Different GPA Admission Conversion Guides*

The Admissions C[illegible]e 2005-06 included a project to prepare a brief document providing scena[illegible]at happens when college students' transcripts are analyzed by two or more univers[illegible]s using their respective GPA conversion guides. The purpose of the project was to develop a better understanding of how GPA conversion guides are used and the implications, if any, for BC transfer students of having different conversion guides at receiving institutions.

Two colleges were asked to provide sample transcripts of students (anonymous), for the purpose of this exercise. Representatives of admissions offices at the four research universities then converted the GPA of the hypothetical student on each of the two transcripts for the purposes of admission to their university. A detailed report was prepared for consideration by the Admissions Committee, the results of which indicated a number of inconsistencies between universities in the rules applied when assessing transcripts for the purposes of admission, having various effects on students. The Admissions Committee will be reviewing a number of possible follow-up options for consideration in its 2006-07 work plan.

g) *Examine Implications of New Applied Degrees for Student Mobility and Transfer*

The original purpose of this project in the 2005-06 Admissions Committee was to develop a literature-based paper that would summarize the issues stemming from the expansion of degree-granting institutions and the proliferation of different kinds of applied degrees coupled with increasing evidence of lack of portability of these degrees for the purposes of

accessing graduate and professional programs. Several drafts of a paper entitled *Recognition of Degrees from Non-AUCC Member Institutions: A Review of Issues* have been written in an attempt to define the problem in a succinct manner. The final version of the paper, incorporating feedback from across Canada, will be completed in Spring 2006. *[Further developments regarding this issue are described below in Section 5.5.]*

5.3 Projects Carried Over into 2006-07

Two projects were not completed in 2005-06 for different reasons, as described below.

a) Use Existing Databases to Determine Student Mobility and Applicant Flows

This project was originally envisioned as part of the 2004-05 Admissions Committee work plan but was postponed to the 2005-06 pending the results of efforts to create a shared data set among the Ministries of Education and Advanced Education and post-secondary institutions to answer research questions on student transitions. These efforts resulted in the successful formation of the Student Transitions Project (STP), which is described below under Section 5.4. The project to examine student mobility did not occur in 2005-06 because it has become part of the STP work plan and will be completed in 2006-07, with support from BCCAT.

b) Develop Survey Questions Pertaining to Admissions

This project did not occur in 2005-06 because additional admissions questions were not included as part of the 2005 and 2006 BC College and Institute Student Outcomes Surveys. These questions will be developed for consideration in a future Outcomes Survey.

5.4 Student Transitions Project

The Student Transitions Project (STP) is a collaborative effort between the Ministries of Education and Advanced Education and BC public post-secondary institutions to link data about students in the province's public post-secondary education system with information from the K-12 education system. The data can then be used to answer research questions on student transitions. The STP began in Spring 2005 and released its first report on grade 12 to post-secondary transitions in December 2005. The STP is managed by a Steering Committee with members from both Ministries and from post-secondary institutions.

As the STP project evolved, it became obvious that much of the existing and planned Admissions Committee work on applicant flows and student mobility could best be accomplished under the STP project because of (a) the agreement among all partners to share data for research purposes and (b) the work that had been done to deal with Freedom of Information considerations. BCCAT staff attended a September 2005 meeting of the STP Steering Committee, and Devron Gaber was invited to become a member of the Committee to represent the research interests of BCCAT and to prevent unnecessary duplication of research efforts. Dr. Gaber has since become the Chair of the Committee.

Two major planned BCCAT projects, determining the mobility of students among post-secondary institutions (described in Section 5.3a) and conducting a system-wide applicant flow study (stemming from the work described in Section 5.2a), have now been subsumed as part of the STP 2006-07 work plan. The STP work plan also refers to the potential of subsuming, at a future date, research on the mobility of potential transfer students (described in Section 5.2c).

5.5 Degree Recognition

Since 2004, the Council has provided a leadership role in facilitating a discussion of the problem some BC students have experienced after completing a degree at a BC college, university college, or institute that is not a member of the Association of Universities and Colleges of Canada (AUCC). These students have been advised by a few Ontario universities that their applications will not be considered when they apply to graduate or professional programs.

The problem is illustrated in the admissions policy at Queens University which states:

> *To satisfy the basis of admission requirement to any degree program at Queen's University, academic credentials obtained from a Canadian institution must be from an institution that is a member of the Association of Universities and Colleges of Canada (AUCC).*

Last year, the BC College Presidents formally passed a motion that:

> *The British Columbia College Presidents supports BCCAT's endeavours to ensure that students from our member institutions who either have completed university level transferable courses and wish to complete an undergraduate degree or have completed an undergraduate degree and wish to enrol in a graduate degree program be considered for admission to Ontario Universities.*

This motion was also formally endorsed by the University Colleges of British Columbia.

In October 2005, the Executive Director organized and spoke at a seven-member panel discussion on "recognition of degrees" at a national meeting of the University Vice-Presidents Academic (NATVAC) hosted by UBC Okanagan. During the past year the Executive Director has engaged in extensive consultations with various individuals and groups including the Presidents of ACCC and AUCC, the President of the University Presidents' Council, the BC College Presidents, and various senior Ministry staff from the Provinces of BC, Alberta, and Ontario. The culmination of this consultation will be the publication of a Discussion Paper in Spring 2006 that outlines the nature of the problem and proposes potential solutions (described in Section 5.2g).

One very positive outcome of these discussions has been confirmation from our BC universities that they will consider applicants with undergraduate degrees from all of our BC public post-secondary institutions but with the understanding that they will compete with other students using conventional criteria for admission to graduate studies and professional programs.

Another positive outcome resulted from discussions initiated by BCCAT with the Teacher Qualification Service (TQS). The TQS determines appropriate salary remuneration for teachers in the public school system in British Columbia based on their completed program of studies. At the request of BCCAT, the TQS amended one of its regulations that stipulated that "the program must be completed at a university or college in Canada that is an ordinary member of the Association of Universities and Colleges of Canada." This regulation was amended to read:

> "the program must be completed at a university or college in Canada that is an ordinary member of the Association of Universities and Colleges of Canada, or a public or private post-secondary institution in Canada which is formally authorized in legislation or through regulation by its respective Province or Territory to offer baccalaureate degrees."

6. RESEARCH

6.1 Research Committee

The Research Committee identifies specific research projects that support the Council's mandate and objectives and that can provide useful information pertaining to student mobility and transfer effectiveness in the BC post-secondary system. Research Committee members also act as peer reviewers for commissioned research reports. This often involves many hours of detailed reading and critiquing before a report is finalized.

In consultation with the Research Committee, Council staff members invest considerable time and attention to the development, publication, and dissemination of a significant number of research publications. An annotated bibliography of BCCAT research detailing reports published since 1994 is available at bccat.bc.ca/publications/biblio.html.

In addition to its regular meetings, the Research Committee devoted its September meeting to a discussion of more strategic, macro-level research planning in response to a constantly changing landscape in BC's post-secondary education system. The results of its deliberations were circulated at the Transfer and Articulation Committee and the Admissions Committee, prior to being adopted by Council at its December meeting. The primary theme which emerged was to continue with and expand BCCAT's work in tracking applicant flows and student mobility within the province of British Columbia, within the context of institutional capacity to meet the demand by direct entry, college transfer, and other students.

Committee Members:

- **Bill Krane (Chair)**
  Associate Vice President, Academic, Simon Fraser University
- **Kathleen Bisgby**
  Director, Institutional Analysis & Planning, Kwantlen University College
- **Bob Cowin**
  Director, Institutional Research & Planning, Douglas College
- **Tony Eder**
  Director, Institutional Planning & Analysis, University of Victoria
- **Karen Kaercher**
  Instructor, Criminal Justice Department, Camosun College

6.2 Projects Completed in 2005-06

a) ***Profile of BC College Transfer Students Admitted to the University of British Columbia, 2000-01 to 2004-05*** *by Ashley Lambert-Maberly, Planning & Institutional Research, UBC (December 2005, 55 pages)*

This report provides detailed demographic and academic performance information about transfer students entering UBC. Data include the number of transfer students, which institutions they transferred from, number of credits transferred, programs entered, and

performance measures after transfer, with some comparisons with students entering directly from high school. This report includes an additional five years' worth of data compared to UBC's previous report. It is available online at bccat.bc.ca/pubs/ubcprofile4.pdf.

b) ***Transfer Credits and Transfer Students at the University Colleges of British Columbia: A Study of the Baccalaureate Graduates of 1998-2001*** *by Roderick Church, Malaspina University-College (May 2005,56 pages)*

This report examines transfer credits and transfer students among more than 5,000 baccalaureate graduates at the five university colleges of British Columbia in the calendar years 1998 through 2001. It is intended to complement the reports commissioned from the universities on how the college-to-university transfer system works in British Columbia. It differs from the university reports in that it is a report on graduates who entered as transfer students rather than those admitted to universities on the basis of admission "BC transfer student". The report is available online at bccat.bc.ca/pubs/UCTransferMay05.pdf.

c) ***2005 Admissions & Transfer Experiences of Students Continuing their Studies in British Columbia (full report and newsletter) - Analysis of 2005 BC Student Outcomes Survey Questions*** *by BC Stats (February 2006)*

This study is the third of its kind (the others were based on the 2000 and 2002 Outcomes surveys) and profiles the admission and transfer experiences of almost 7,000 students who continued their studies in BC's public post-secondary system after having participated in either an Arts and Science or an Applied program in a community college, university college, institute, or BC Open University. It also includes a very limited analysis of the admission experiences of students who did not continue their studies. The report is based on input received from students through the Year 2005 BC College and Institute Student Outcomes Survey and includes some comparisons with findings from the Year 2002 survey. A four-page synopsis was also completed and distributed widely across BC post-secondary institutions. The full report and synopsis are available online at the following URLS:

Report: bccat.bc.ca/pubs/bcstats05.pdf *(68 pages)*
Summary: bccat.bc.ca/pubs/bcstatssummary05.pdf *(4 pages)*

d) ***Feasibility of and Support for a System-Research Function***

BCCAT prepared a paper entitled *The Case for Establishing a System Research Function for the BC Post-Secondary System* and presented it to the Ministry of Advanced Education at a meeting in September 2005. The purpose of the paper was to discuss the role that a system research function could play to assist the BC post-secondary system to move forward with a coherent research agenda that can provide valuable information to both government and institutions on student mobility and applicant flows between education systems and across post-secondary sectors. The paper did not propose where such a research function should be housed but simply made the argument as to why one was necessary, on behalf of the system. No formal response to the paper was received from AVED in 2005-06.

6.3 Projects Carried Over into 2006-07

a) University Outcomes for the Class of 2000 (Analysis by Admissions Category)

In 2001, The University Presidents' Council surveyed the university class of 1996 on a series of outcomes five years after graduates completed their baccalaureate degrees. In 2003, BCCAT contracted with UBC Planning and Institutional Analysis to conduct an analysis of these outcomes on the basis of admission: direct entry versus college transfer student. TUPC is currently working on a survey of the Class of 2000 and has included college transfer and direct entry admission categories up front so that analysis can be included as part of the university report. The results of this analysis are expected in 2006.

b) Student Engagement: Is there a Difference for Transfer Students?

This project is based on the Student Engagement Survey conducted for all Arts and Science undergraduates at the University of British Columbia in the Spring/Summer of 2005. The objective of this project is to assess whether there are discernible, significant, or meaningful differences between the levels of engagement of BC transfer students compared to those who entered UBC directly from secondary schools, and compared to the survey population as a whole. This project is underway and is due to be completed in Summer 2006.

7. WEB SERVICES & COMMUNICATIONS

7.1 BCCAT Web Services

7.1.1 BCCAT Website

With the launch of BCTransferGuide.ca, and taking into consideration the look and feel of Education Planner, a re-design of the BCCAT website (BCCAT.bc.ca) was undertaken to allow for a brand extension across all of our websites. We are currently reviewing its information architecture and exploring different content management systems to allow non-technical users to update and maintain the BCCAT website. Work on this project began in the fourth quarter and is expected to be completed by June 2006.

7.1.2 BC Transfer Guide & the Transfer Credit Evaluation System (TCES)

This year, BCCAT embarked on a major initiative to re-develop the BC Transfer Guide and the Transfer Credit Evaluation System to modernize its technologies and provide much needed improvements to the processes involved with articulation, and the information located on the BCCAT website. There were a number of reasons why this work was undertaken. First, the existing BC Transfer Guide, housed at BCCAT's website, required manual processes in order to maintain the currency of the transfer information. In addition, the Transfer Credit Evaluation System (TCES), was built on a platform that did not allow direct connectivity to the BC Transfer Guide database or the BCCAT website where the BC Transfer Guide was published. It was also clear, based on feedback from our users, that while the information at the BCCAT site was useful, there was some difficulty in finding appropriate information on any given topic.

BCCAT determined that, by giving the BC Transfer Guide its own website dedicated specifically to the needs of transfer students, it could better provide resources to help them in their educational planning. Furthermore, by putting the transfer guide database online and connecting both the TCES and the BC Transfer Guide, the process became more streamlined, easing the administrative burden for both BCCAT and the institutions. This initiative resulted in two major outcomes:

a) Re-development of the Transfer Credit Evaluation System (launched August, 2005):

The original TCES was developed using a Lotus Notes platform and was hosted through servers at Kwantlen University College. While the Lotus application greatly improved the previous paper-based processes involved in articulating courses, the platform was extremely limited from a technological perspective. The TCES had no way of easily interacting with the BC Transfer Guide database, and there were several security and business risks associated with the use of this platform. The TCES and the BC Transfer Guide database were re-developed using Coldfusion and Oracle respectively. This allows the BC Transfer Guide to be updated dynamically as new articulations are achieved. The re-developed TCES incorporates a number of new features requested by users to assist in the efficient creation and maintenance of articulation agreements.

The new TCES was launched in August 2005 and all institutions that are part of the BC Transfer System are currently using the system. Feedback from users has been overwhelmingly positive. By connecting the TCES to the BC Transfer Guide database, the number of unnecessary requests being submitted for articulation has been reduced. A number of features have been introduced to help streamline the articulation process, and the BC Transfer Guide is now updated dynamically as new agreements are established.

b) ***Design of a Stand-alone Website for the BC Transfer Guide - BCTransferGuide.ca - launched August, 2005):***

The re-developed website, BCTransferGuide.ca, provides a much improved search mechanism, allowing users to quickly and easily find transfer information in the BC Transfer Guide. Content has been developed to help explain the process of transfer in BC, and answers to our most frequently asked questions are also provided. In addition, BCTransferGuide.ca is home to the Block Transfer, Business Management, International Baccalaureate, and Advanced Placement Transfer Guides.

The site is updated on a daily basis by the Transfer Credit Evaluation System, ensuring that, whenever users access the BC Transfer Guide, they are always seeing the most current transfer information. BCTransferGuide.ca also provides more detailed information on the institutions that are part of the BC Transfer System. The site was developed using the same technologies as Education Planner, which will allow for future interactions between the data housed at each site.

By moving the BC Transfer Guide to its own website, the site has become easier to market to both students and institutions. BCCAT is also exploring different ways to promote both BCTransferGuide.ca and Education Planner jointly to help increase awareness of both sites. Since BCTransferGuide.ca was launched in August, it has averaged over 1000 visits per day, and over 1.5 million hits per month.[9] BCCAT plans to extend the functionality of the website in 2006-07, primarily to allow users to personalize the website in order to save their searches.

7.1.3 Education Planner

BCCAT continued to manage the Education Planner website in 2005-06, which was launched in September 2004 as an enhanced version of the former Opening Doors website. Education Planner is a searchable website that provides in one place admissions information on over 1,500 undergraduate programs at 26 public post-secondary institutions. BCCAT continued its contractual relationship with Pardy and Associates for content management and Bayleaf Software Inc. for technical support services, including hosting of the website on secure servers off-site. Important facts about Education Planner and usage statistics are presented in the following table.

[9] A "Visit" refers to the time a user enters the site to the time they exit. A "Hit" is a request to by a visitor to the web server for a file such as a web page, image, CGI, or header request.

Education Planner Statistics

	2005-06
Number of Undergraduate Program Profiles	1563
Number of Graduate Programs	498
Number of Visits in 2005-06	309,421
Number of Visits per Month (Avg)	25,785
Average time of each visit in 2005-06	9.87 minutes
Number of Hits in 2005-06 (in millions)	39.29
Hits per Month - Avg (in millions)	3.27

BCCAT is committed to improving Education Planner on an ongoing basis based on feedback from users and from the Education Planner Advisory Committee (see members listed below).

Advisory Committee Members:

- **Dana Arthurs**
  Parent, BC Confederation of Parent Advisory Councils
- **Christina Chow**
  Admissions Advisor, Langara College
- **Leila Hazemi**
  Research Officer, Planning & Data Management Branch
  Ministry of Advanced Education
- **Paul Lukaszek**
  Coordinator, Careers and Transitions, Ministry of Education
- **Marijke Merrick**
  Career Development Coordinator, Delta School District
- **Deborah Pearce**
  Communications Manager, Ministry of Advanced Education
- **Heather Roberts**
  Admissions Recruiter, Simon Fraser University
- **Kathy Weninger**
  Career Programs Coordinator, George Elliot Secondary School
- **Julie Williams**
  Manager, Research Initiatives Unit, Ministry of Advanced Education
- **George Tomes** *(non-voting)*
  Bayleaf Software Inc.
- **Linda Pardy** *(non-voting)*
  Pardy & Associates

The Project Team, which includes BCCAT staff and contractors, developed a 2005-06 work plan, which included a number of enhancements to the site as prioritized by the Advisory Committee. Enhancements made to the site in 2005-06 include:

- continuation of the integration of Education Planner at the program level with Work Futures at the occupational profile level to provide users with potential employment prospects related to specific post-secondary programs;
- expansion of the number of programs with an Education Building Options section that provides information on block transfer and laddering opportunities;
- creation of infrastructure enabling personalized users' access to Education Planner;
- provision of more detailed information on outcomes of former graduates for a larger number of post-secondary programs using information from the Student Outcomes Surveys;
- addition of a searchable Calendar of Deadlines;
- improvement of the "Who Offers What" grid by making it an interface to the database of programs;
- enabling linking from the program page to other "related" programs, based on subject;
- development of a search facility making it possible to search the website for information on University Transfer course offerings and Cooperative Education programs at institutions.

A further planned enhancement, which was to explore the use of data transfer technology to streamline Education Planner content gathering from post-secondary institutions, was not completed and will be carried out in 2006-07 as part of a larger project on finding administrative efficiencies.

BCCAT and the Project Team have also undertaken a number of activities to increase awareness of the Education Planner resource, working in cooperation with PASBC (managed by BCcampus) and Work Futures. Activities included developing and distributing to secondary and post-secondary institutions a poster and brochure, which also marketed the new BC Transfer Guide site; attending career fairs; speaking at career development conferences; writing articles in various related newsletters; and meeting with secondary school stakeholder groups to seek their help in promoting this valuable education planning tool.

BCCAT also successfully negotiated an agreement with Trinity Western University to become the first private institution in the BC Transfer System to have its programs included in Education Planner on a cost recovery basis.

7.1.4 Web Services and Information Sharing Agreements

With the migration of the BC Transfer Guide database online, the possibility for dynamic interchange of data between institutions and organizations has been enabled. In response to a request from BCcampus, BCCAT has provides a web service that allows organizations to pull transfer data directly from the BC Transfer Guide database for display on their home websites. This allows organizations to incorporate the BC Transfer Guide data into their own web infrastructure. BCcampus intends to use this data in conjunction with their course planner module.

Since data is being pulled in raw XML format, BCCAT decided to formalize the terms and conditions under which its data could be used. These terms and conditions are outlined in the *BCCAT Information Sharing Agreement. [See Appendix B of this report.]* As of this date, BCcampus, Trinity Western University, and the College of New Caledonia have signed information sharing agreements and have successfully connected to the BC Transfer Guide web service to extract data. Trinity Western University is currently displaying data from the BC Transfer Guide on its institutional website (www1.twu.ca/admissions/go/Default.aspx).

7.2 BCCAT Publications

BCCAT's three main web-based information services (BCCAT.bc.ca, BCTransferGuide.ca, and EducationPlanner.bc.ca) are all supported by a variety of publications, ranging from short, non-technical information pieces describing the work of BCCAT, special reports inviting input on current projects, general newsletters, advisory bulletins, and full research reports.

Each of these publications is specifically written and designed according to purpose and audience. Many are summarized where appropriate throughout this report, and a comprehensive list of items published throughout 2005-06 is included in the appendix. In addition to these project-specific publications, BCCAT published an informational brochure outlining its role and key resources for transfer, and a general newsletter in Fall 2005, reporting on current events and issues facing BCCAT and the transfer system.

With the assistance of the Queen's Printer, BCCAT made the following publications available to the public (on a print-on-demand basis) through the BC Government Publications Index:

- *Articulation Committee Handbook* (4th Edition)
- *BC Transfer TIPS* and the *TIPS Facilitation Guide*
- *British Columbia Transfer Guide (2002-2003)* – print edition
- *How to Articulate: Requesting and Assessing Credit in the BC Transfer System*

BCCAT will continue to search out opportunities to make publications and resources more widely accessible.

7.3 Communications Review: Findings and Recommendations

Due to an increasing awareness of the need for an integrated marketing and communications strategy to ensure that BCCAT resources are reaching potential users, BCCAT secured the services of Kaldor Design Group for a comprehensive review of BCCAT communications.

The review findings showed that the perception of BCCAT and its services is overwhelmingly positive for those who have dealings with transfer, but it also revealed a general lack of awareness of BCCAT and the BC Transfer System by secondary students, their parents, and counsellors. Kaldor recommended that BCCAT increase its focus on promoting the transfer system to high school students, and on alerting them to vital information and resources for transfer. In addition, Kaldor advised that integration of the three web services (BCTransferGuide.ca, EducationPlanner.bc.ca, and BCCAT.bc.ca) under the BCCAT brand would be more cost-effective.

A fresh, updated logo was designed to bring together the look and feel of each of the three web services into one clear, easily identifiable image. The logo will grace the new BCCAT website when completed, and all BCCAT publications and resources thereafter. A communications plan is now being developed; it will mainly focus on taking steps towards full integration of the three web services and on outlining a clear strategy for reaching secondary students with information and resources for transfer. *[See Sections 7.1.2b and 7.1.3 for more information regarding marketing of BCCAT's services.]*

7.4 Transfer Information for Post-Secondary Success (BC Transfer TIPS) and the BC Transfer TIPS Facilitation Guide

BC Transfer TIPS is a practical resource, targeted at first year post-secondary students, outlining the credit transfer process in British Columbia. Hard copies of TIPS have been distributed annually free of charge since 1999 to all post-secondary institutions listed in the BC Transfer Guide. A total of 19,000 copies were distributed this year to BC post-secondary institutions. [TIPs is available online at bccat.bc.ca/tips/tips2005.pdf.]

Based on initial findings from the communications review (see Section 7.3 above) and student outcomes research indicating that use of the handbook is lower than hoped for (see Section 6.2c for details on this report), plus the trend for students to seek information online, the content of *BC Transfer TIPS* was this year integrated into a "Transfer Help" section of the new BC Transfer Guide website (BCTransferGuide.ca). As part of its overall communications strategy, discussions will occur in 2006-07 as to how best to bring transfer planning information to the attention of students.

The revised, second edition of the *TIPS Facilitation Guide* continues to be made available on the BCCAT website (bccat.bc.ca/pubs/tipsfg.pdf) and is targeted at Career and Personal Planning teachers, career guidance professionals, and high school counsellors. It contains numerous student exercises, case studies, a crossword puzzle, and suggestions for portfolio and other activities, which can be used as classroom exercises or independently by students. The Facilitation Guide is listed as a web-based resource in the section "for educators" of the Education Planner website (educationplanner.bc.ca/lessonplans), which itself is a recommended resource in the Planning 10 secondary school curriculum.

7.5 Projects Carried Over into 2006-07

Two projects, both part of this year's work plan, are still under consideration. The first, a brochure or booklet provisionally entitled *What is Transfer in BC?*, has been delayed pending finalization of our Communications Plan. The second project (referred to in the work plan as "Student Development") is on hold, pending consideration of its feasibility in regard to staff workloads.

8. COLLABORATION

8.1 Within the Province of BC

8.1.1 Assistance to Individual Institutions

Every year, BCCAT responds to enquiries raised by institutions which may have transfer implications, and require policy development or advice on process or best practices. This can often involve considerable research and/or consultation. However, BCCAT staff members are pleased to support the system by responding to enquiries efficiently and competently, and consider it part of our mandate.

Examples of services provided this year include: advice regarding articulation of online courses, and course numbering; assistance for a college program to contact relevant departments and personnel in several universities; assistance to a university to locate resources related to outcomes for math courses; meeting with an institute regarding their degree program implementation plans; advice to a college regarding funding of articulation committee attendance; meeting with a university regarding articulation delays and difficulties; acting as a resource to a university college as it develops policy regarding articulation with private institutions; meeting with personnel from an institute and orienting them to the BC Transfer System; providing advice to a college on building articulation relationship with other institutions as it starts a new program; providing transfer advice to a university regarding a new program in the area of religious studies; advising a college regarding the articulation implications of teaching a program in a language other than English; and advising an institute regarding the minimum grade for transfer. *[See Sections 3.1 and 4.7 for more information on BCCAT's interaction with institutions throughout the BC Transfer System.]*

8.1.2 Ministries, Agencies, Groups, and Organizations in BC

During this fiscal year, Council staff members interacted with many of the organizations and committees that serve the BC post-secondary system. In the case of some committees, the Executive Director, an Associate Director, or the Transfer Guide Coordinator attends all or most meetings. In such cases, BCCAT staff members frequently contribute to agendas and, in turn, the system committees provide BCCAT with excellent advice and cooperation. Occasionally, joint projects or extensive collaboration occurs. In some cases, contact is on an "as needed" or "as requested" basis. BCCAT also consults with senior Ministry staff and keeps them informed of Council activities and projects and keeps abreast of developments within government that intersect and impact upon our work.

This year, some of the major areas of consultation with these system groups included: the BCCAT Consultation: *Recalibrating the BC Transfer System*; various items related to the associate degree; feedback on how best to address the issue of recognition of degrees from BC's post-secondary institutions that are not part of the Association of Universities and Colleges of Canada (AUCC); seeking advice on how best to describe the BC Transfer System to those outside the system; feedback to the ITA on their Service Plan; extensive feedback to the DQAB on their criteria review; interaction with various groups of deans on articulation-related matters; feedback on BCCAT's student mobility research agenda, including work on

potential transfer students and applicant flows; dissemination of information on the intersection of BCCAT's research agenda and the work of the Student Transitions Project and Central Data Warehouse; working with post-secondary institutions and the Ministry of Education to have Personal Education Numbers applied to all applicants; assistance to the Ministry of Education in disseminating information regarding the grade 12 mathematics curricula; assistance to Ministry of Advanced Education officials as they respond to letters and enquiries; and meeting with the BC College of Teachers on items of mutual interest.

Consultation occurred with the following groups:

- BC Academic & Career/Technical Deans & Directors
- BC Deans of Human Service Programs
- BC Academic Advising Association (BCADA)
- BC Association of Trades & Technical Administrators (BCATTA)
- BCcampus Implementation Steering Committee
- BC Career Colleges Association
- BC Career Information Partnership
- BC College of Teachers
- BC College Presidents
- BC Institutional Researchers & Planners (BCIRP)
- BC Registrars Association (BCRA)
- Degree Quality Assessment Board (DQAB)
- Industry Training Authority (ITA)
- Ministry of Advanced Education (AVED)
- Ministry of Education (MoE)
- Outcomes Working Group (OWG)
- PASBC Steering Committee
- Private Career Training Institutions Agency (PCTIA)
- Senior Academic Administrators' Forum (SAAF)
- Senior Educational Services Administrators' Forum (SESAF)
- The University Presidents' Council (TUPC), including its 2006 BC Higher Learning Symposium
- University Colleges of British Columbia (UCBC)
- University Institutional Research Directors
- University Vice-Presidents' Academic Committee (VPAC)

a) *Degree Quality Assessment Board (DQAB)*

The Executive Director participated for a second year as a non-voting ex-officio member of the DQAB. He focused his discussions on issues related to the implication of Board recommendations that impact the BC Transfer System. Staff members also provided support and feedback on DQAB documents, and on degree proposals, with special emphasis on those aspects related to articulation and transfer.

This year, BCCAT staff participated in the review undertaken by the DQAB of their criteria and procedures. We attended a Round Table meeting in May to give input into the review. In December, BCCAT staff collaborated on a detailed response to the criteria review, which was approved by Council and then forwarded to the Board. *[See Appendix C of this report.]*

b) *BCcampus*

BCCAT continued to work closely in 2005-06 with BCcampus on a number of fronts. Further work was done to explore various models for articulation of courses suitable for transfer credit but not recorded in the BC Transfer Guide. It is hoped that this work will be furthered by the results of the consultation on recalibrating the transfer system, which will address the evolving nature of the sending/receiving dichotomy. BCCAT also worked on BCcampus's behalf with several articulation committees to clarify the issue of the equivalence of online and face-to-face versions of the same course content. BCCAT cooperated closely with BCcampus, which is responsible for PASBC, in developing a range of joint marketing activities for Education Planner and PASBC. Devron Gaber (Associate Director) is also a member of the BCcampus Implementation Steering Committee and the PASBC Steering Committee.

c) *Use of Council Meeting Room*

As an ongoing service, the Council is pleased to provide meeting room facilities for a wide variety of groups and organizations in the post-secondary and K-12 sectors of the public education system. This represents a considerable convenience to our colleagues in education and provides system-wide cost savings.

8.1.3 Irving K. Barber BC Scholarship Society

In October 2004, the Premier announced the province's $15 million investment to create the Irving K. Barber British Columbia Scholarship Program. Named in honour of philanthropist and Slocan Forest Products chairman Irving K. Barber, the program would provide scholarships to students transferring from a community college to the degree-granting institution of their choice. The province's investment was made in recognition of and reciprocal to Mr. Barber's donation of $12.25 million to establish the Irving. K. Barber School of Arts and Science at UBC Okanagan and Learning Centre Interface Program.

By Spring 2005, a private Society had been established to administer the program and manage the endowment. Frank Gelin (Executive Director) became a member of the Irving K. Barber British Columbia Scholarship Society, and was elected as its Chairperson at the Society's inaugural meeting in June 2005.

As BCCAT was seen to be in an ideal position to assist the Society in developing its operations, the Ministry also requested that BCCAT function as the Society's secretariat. This function was to be ancillary to the mandate of the Council and the core work of BCCAT staff. Stephanie Oldford assumed the role of the Society's Executive Assistant in June 2005, in addition to her duties as Transfer and Articulation Assistant.

Since the establishment of the Society in June, it has expanded to manage another scholarship program and endowment. A donation of $10 million was made by the Ministry in December 2005 to establish the One World Scholarship program, which will provide

financial assistance to BC students traveling abroad for a portion of their post-secondary studies. It is anticipated that the number of scholarship programs under the Society's purview may increase in future years.

Over the past year, the provision of secretariat services to the Society has grown to represent a considerable amount of work for BCCAT. For instance, in 2005-06, BCCAT assisted the Society as it convened five board meetings; underwent a re-organization and re-constitution; developed its organizational structure; and developed investment policies, eligibility criteria, and application and adjudication processes for the Irving K. Barber Scholarship.

The work of the Society, its Secretariat, and volunteers in the Ministry and throughout the system has resulted in significant progress toward the implementation of the Society's scholarship programs, and the first Irving K. Barber scholarship awards will be distributed in September 2006. These awards, and future awards disbursed through the One World Scholarship program, will increase the potential mobility of British Columbia's students not only throughout the province, but also the globe. BCCAT will continue to facilitate the work of the Society in the coming year.

8.2 Out-of-Province, National and International Organizations

The Council continued to play a leadership role in facilitating the improvement of student-friendly policies and practices that will enhance student mobility and transfer between institutions across the country. During this fiscal year, the Council was involved in the following activities:

- ***Alberta Council on Admissions and Transfer (ACAT):*** BCCAT maintains a working relationship with ACAT by sharing information and seeking assistance as appropriate. Consultation continues with Alberta on their approach to accreditation of, and articulation with, new private degree-granting institutions.

- ***Saskatchewan Council on Admissions and Transfer (SaskCAT):*** We continue to maintain contact with this Council by sharing our resources with them and this year we provided input on their communication agenda and other topics.

- ***Nipissing University:*** Permission was granted to Nippissing to use materials from Transfer TIPs as they develop a guide for transfer students.

- ***Newfoundland and Labrador Council on Higher Education:*** This Council sought information from BCCAT about the composition of the BC Council on Admissions & Transfer.

- ***New Brunswick Community College System:*** This group provided advice to us regarding their common course numbering system.

- ***Nova Scotia Advisory Board on Colleges & Universities:*** We received and responded to general enquiries from this Board

- ***International Baccalaureate (IB) Program:*** Staff met with two IB representatives, who have now established an office in Vancouver, and followed up with them on various items.

- ***Canadian Council on Learning:*** Staff attended the opening of the Vancouver office. We plan to explore possible areas of mutual interest with this new federal organization.

- ***Council of Ministers of Education, Canada (CMEC):*** The Executive Director continued to represent the Province of British Columbia on the Credit Transfer Working Group, whose mandate was to recommend steps to improve the transferability of credits for students moving between provinces. BCCAT submitted an overview of its projects and activities completed since 2002, and this information was integrated with that provided by other provinces to form the basis of a report submitted to CMEC in Fall 2005. *[See Appendix D of this report.]*

- ***Human Resources and Skills Development Canada (HRSDC)***: The Executive Director maintains contact with senior HRSDC staff and continues to discuss various ways in which the Federal Government might play a role in facilitating inter-provincial student mobility and transfer. He attended the *National Dialogue on Higher Education* sponsored by the Canadian Federation for the Humanities and Social Sciences as well as a Federal Government sponsored symposium on *Post-Secondary Education Policy Issues in Canada.*

- ***Association of Universities and Colleges of Canada (AUCC); Association of Canadian Community Colleges (ACCC)***: Although BCCAT is not a member of the ACCC, BCCAT interacts regularly with their senior staff on issues of mutual concern. At their 2005 ACCC symposium, the Executive Director gave an invited presentation on BCCAT's perspective on the conference theme of *Accreditation and Credentialing at Colleges/Institutes and University Colleges – Challenges, Opportunities and Models*. There was also considerable consultation with the Presidents of both the AUCC and ACCC on the problems associated with degree recognition and discussion on what role their national organizations might be willing to take in helping to resolve them.

- ***American Association of Collegiate Registrars and Admissions Officers (AACRAO) and Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO):*** BCCAT is a member of these organizations as it facilitates our connections with various U.S. state jurisdictions that have large transfer systems. Devron Gaber (Associate Director) gave a presentation at the annual PACRAO conference entitled *Education Planner: A One-Stop Shop for Online Admissions Information for 26 Post-Secondary Institutions.* In addition, staff interacted with AACRAO on issues related to articulation processes.

- ***3rd Biennial Conference on Transfer & Articulation:*** *Three BCCAT staff* attended the 3rd Biennial National Conference on Transfer and Articulation. The Executive Director participated in a panel session on *International Issues Relating to Transfer.* Finola Finlay (Associate Director) and Mike Winsemann (Transfer Guide Coordinator) gave a presentation on the BC transfer system entitled *"Hatching, Matching, and Dispatching: Articulation and Transfer in British Columbia."* Although the term "National" is in the title of this conference, presentations were international in scope, including the US, Canada, Europe and Australia.

- ***Arizona Board of Regents:*** Staff provided advice to this Board, which has embarked on a ten-year-out assessment of their transfer system. In the past, this Board has been very helpful to us as we researched transfer models, since their transfer system is somewhat similar to ours.

- ***Other international consultations:*** Assistance was also provided to representatives from the Alaska Chamber of Commerce, who were interested in Education Planner, and a Philippine delegation at Camosun College, who were interested in laddered programs and the role of colleges in BC's post-secondary system.

In addition, BCCAT had contact with the following organizations:

- Association of Registrars of Universities and College of Canada (ARUCC)
- EDUCAUSE
- Edudata Canada
- National Academic Advising Association (NACADA) (Pacific Northwest)
- Ontario College-University Consortium Council
- Illinois Transfer
- Pacific Northwest Association for Institutional Research and Planning

APPENDICES

Appendix A: BCCAT Publications & Resources – April 1, 2005 – March 31, 2006

This appendix lists all of the publications and resources produced by BCCAT during the 2005-06 fiscal year, including their web locations. All such documents are included in the package sent to the Ministry of Advanced Education.

Number & Date	Publication Type & Title	No. of copies	Distribution List	Dist. Date	Location of Posting on Website
#1 **(March 2005)**[10]	*REPORT:* *Charging for Articulation*	N/A	Web-posted.	N/A	bccat.bc.ca/pubs/chargingforarticulation.pdf
#2 **April 2005**	ANNUAL REPORT: *2004-05 Annual Report to AVED*	600	AVED, institutional presidents, VPs Academic, VPs Student Services, Ed. Council & Senate Chairs, IR Offices, Council and committees, system organizations.	May 2005	bccat.bc.ca/pubs/ar04-05.pdf
#3 **April 2005**	PAPER: *Accountability of the BC Transfer System*	N/A	AVED, Council, BCCAT Admissions and Research Committees, referenced at BCIRP meeting.	April 2005	bccat.bc.ca/pubs/bccataccountability.pdf
#4 **May 2005**	RESEARCH REPORT: *Transfer Credits and Transfer Students at the University Colleges of British Columbia: A Study of the Baccalaureate Graduates of 1998-2001*	40	Web version to institutional presidents, VP Academic, VP Student Services, IR Directors; and hard copies to senior university college administration; and to the University Colleges of BC.	June 2005	bccat.bc.ca/pubs/UCTransferMay05.pdf
#5 **May 2005**	HANDBOOK: *BC Transfer TIPS – Second Edition Revised (reprinted with minor revisions)*	19,000	BC Transfer System institutional contacts for broad student & advisor distribution.	May 2005	bccat.bc.ca/tips/tips2005.pdf

[10] This report was submitted in March 2005 but was received and approved by the Transfer & Articulation Committee in May 2005. A cover paper was also prepared to accompany the report.

Number & Date	Publication Type & Title	No. of copies	Distribution List	Dist. Date	Location of Posting on Website
#6 **June 2005**	*POSTER:* *Education Planner (re-printed)*	5,000	Distributed to Secondary Schools throughout BC, together with Transfer TIPS (see above)	August 2005	N/A
#7 **July 2005**	HANDBOOK: *How to Articulate: Requesting and Assessing Credit in the BC Transfer System*	1000	Transfer Credit Contacts, etc.	Aug-Sept 2005	bccat.bc.ca/articulation/handbook
#8 **July 2005**	RESEARCH REPORT: *2005-06 BC University Targets & Cut-off Points for New Undergraduate Students (as at July 15, 2005)*	N/A	Institutional VPs Academic, IR Directors, and Registrars; key AVED contacts; and appropriate BCCAT committees.	July 2005	bccat.bc.ca/pubs/2005targets.pdf
#9 **August 2005**	WEB RESOURCE: *BC Transfer Guide*	N/A	Notice of launch sent to all contacts throughout the BC Transfer System.	August 2005	BCTransferGuide.ca
#10 **August 2005**	WEB RESOURCE: *Transfer Credit Evaluation System (re-designed)*	N/A	Notice of launch sent to all contacts throughout the BC Transfer System.	August 2005	Secure access provided to Transfer Credit Contacts at institutions within the BC Transfer System
#11 **September 2005**	PAPER: *A Brief History of the BC Transfer System*	N/A	Web-posted.	N/A	bccat.bc.ca/system/history.html
#12 **September 2005**	PAPER: *The Case for Establishing a System Research Function for the BC Post-Secondary System*	N/A	Presented to the Ministry of Advanced Education for discussion.	September 2005	N/A
#13 **November 2005**	NEWSLETTER: *BCCAT Fall Newsletter*	3,000	General distribution list	November 2005	bccat.bc.ca/pubs/nl_nov05.pdf
#14 **November 2005**	RESEARCH REPORT: *Assessing the Benefits of the Transfer Credit System in British Columbia: A Feasibility Study*	N/A	Presented to the Transfer & Articulation Committee and the Council.	November 2005	bccat.bc.ca/pubs/systembenefits.pdf

Number & Date	Publication Type & Title	No. of copies	Distribution List	Dist. Date	Location of Posting on Website
#15 **November 2005**	REPORT: *The Impact of Different Dates for Notifying Students of Acceptance at Institutions*	N/A	Presented to the Admissions Committee for discussion.	N/A	*N/A*
#16 **December 2005**	RESEARCH REPORT: *Profile of BC College Transfer Students Admitted to the University of British Columbia, 2000-01 to 2004-05*	190	Institutional Presidents, VPs Academic, VPs Student Services, IR Offices, AVED, system organizations.	December 2005	*bccat.bc.ca/pubs/ubcprofile4.pdf*
#17 **December 2005**	BROCHURE: *BCCAT brochure – including information on BCCAT web services (Education Planner & BC Transfer Guide)*	10,000	For general distribution at career fairs.	Ongoing	*N/A*
#18 **December 2005**	SUMMARY REPORT: Annual Summary of Articulation Committee Meetings 2005	N/A	Web-posted, with a notice sent to articulation committee chairs	N/A	*Available online, with other articulation resources at bccat.bc.ca/articulation*
#19 **February 2006**	RESEARCH REPORT: *2005 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia: Findings from the BC College & Institute Student Outcomes Survey*	190	Institutional Presidents, VPs Academic, VPs Student Services, IR Offices, AVED, system organizations.	February 2006	*bccat.bc.ca/pubs/bcstats05.pdf*
#20 **February 2006**	NEWSLETTER: Research Results *2005 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia*	3100	Institutional Presidents, VPs Academic, VPs Student Services, IR Offices, and other institutional; AVED; system organizations; and other BCCAT contacts.	February 2006	*bccat.bc.ca/pubs/bcstatssummary05.pdf*
#21 **February 2006**	RESEARCH REPORT: *2004-05 Potential Transfer Students & Successful Transfer Students to Universities, Tables and Charts*	N/A	Institutional IR Directors & Registrars	March 2006	*(password protected access on AVED website)*
#22 **February 2006**	RESEARCH REPORT: *Mobility of 2004-05 Potential Transfer Students from CDW Institutions to All Institutions*	N/A	Institutional IR Directors & Registrars	March 2006	*(password protected access on AVED website)*

Number & Date	Publication Type & Title	No. of copies	Distribution List	Dist. Date	Location of Posting on Website
#23 **February 2006**	RESEARCH REPORT: *2003-04 Potential Transfer Students & Successful Transfer Students to Universities, Tables and Charts - Revised*	N/A	Institutional IR Directors & Registrars	March 2006	*(password protected access on AVED website)*
#24 **February 2006**	RESEARCH REPORT: *Mobility of Potential Transfer Students: What's New? - Enhancements to 2004-05 Data and Impact on 2003-04 Analysis*	N/A	Institutional IR Directors & Registrars	March 2006	*(password protected access on AVED website)*
#25 **February 2006**	RESEARCH REPORT: *Mobility of Potential Transfer Students: Glossary & Definitions*	N/A	Institutional IR Directors & Registrars	March 2006	*(password protected access on AVED website)*
#26 **February 2006**	RESEARCH REPORT: *PTR/STR Pivot Table Databases Users' Guide*	N/A	Institutional IR Directors & Registrars	March 2006	*(password protected access on AVED website)*

Appendix B: BCCAT Information Sharing Agreement

BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER

SUPPORTING BC's EDUCATION SYSTEM

Information Sharing Agreement *(Sample)*

Between: Trinity Western University

And: The BC Council on Admissions & Transfer (BCCAT)

Purpose of this Agreement

1. BCCAT and Trinity Western University (TWU) enter into this data sharing agreement in order to provide users of the TWU website with information on articulated courses contained in the BC Transfer Guide. The goal is to maximize the information available to students regarding online course transferability.

Scope of Application

2. This agreement elaborates the operational arrangements with respect to the transmission of data recorded in the BC Transfer Guide and made available via the TWU website.

Information Transmission by BCCAT

3. BCCAT will make available, via web service, access to course equivalency data found in the BC Transfer Guide database located at BCTransferGuide.ca. Data will be made available in XML format for retrieval by TWU.

Terms of Use of Transmitted Information

4. The information exchanged between BCCAT and TWU may be used for the purpose of providing users of the TWU website with information on articulated courses contained in the BC Transfer Guide.
5. TWU shall not modify BCCAT data to suggest equivalencies other than those explicitly recorded in the BC Transfer Guide.
6. TWU shall not make available data obtained from BCCAT to any third parties, other than users accessing the database through the TWU website, without written permission from BCCAT.
7. Where information from the BC Transfer Guide is displayed through the TWU website, BCCAT shall be appropriately credited as the source for the data, with a link provided to the BC Transfer Guide website.
8. BCCAT reserves the right to monitor the impact to its own operations of the provision of data through this web service and make modifications to the web service to mitigate any unforeseen impact upon its services. Any modification to the web service will be conducted in consultation with TWU.

Term

9. This Agreement comes into force upon signing by BCCAT and TWU and shall continue in force until terminated as set out below.

Termination

10.

10.1. This Agreement may be terminated by either Party upon notice of termination having been given in writing at anytime to the other Party. An appropriate termination date will be negotiated between BCCAT and TWU upon the receipt of written notification.

10.2. Notwithstanding subsection 14.1, this Agreement may be terminated by either party upon written notice given to the other party where there has been a breach of any terms or conditions of this Agreement.

11. Any notice to be given to the BC Council on Admissions & Transfer shall be addressed to:

Frank Gelin, Executive Director
BC Council on Admissions & Transfer
709 - 555 Seymour Street
Vancouver, BC Canada V6B 3H6

Indemnity

16. While BCCAT will make every effort to ensure the accuracy of information and smooth transmission of data, BCCAT will not be responsible for loss of service as a result of circumstances outside of its control, such as technological malfunction, server maintenance or other unanticipated equipment failure.

For the BC Council on Admissions and Transfer

_____ Title:_____

Print:_____ Date:_____

For Trinity Western University

_____ Title:_____

Print:_____ Date:_____

Appendix C: DQAB Criteria Review: BCCAT Response

December 2005

Brian Gillespie, Chair
Degree Quality Assessment Board
PO Box 9177 Stn Prov Govt
Victoria, BC V8W 9H8

Dear Brian:

Re: Criteria Review

Thank you for offering BCCAT the opportunity to respond to this review of the Degree Quality Assessment Review criteria and process. As you are aware, there are many aspects of the DQAB's criteria and process that link to BCCAT's policies, and as an agency of the post-secondary system in BC we are greatly impacted by the DQAB's decisions and their outcomes. Through our *Policy and Processes under which a Private Degree-Granting Institution Articulates Approved Degree Programs within the B.C. Transfer System(www.bccat.bc.ca/system/privatepolicy.pdf)*, private institutions that are successful in obtaining the Minister's consent through the DQAB process may enter the BC Transfer System. Therefore, the DQAB is not only a gateway to degree granting in the province, but also to the Transfer System. We hope to remain in close contact with the DQAB as its processes and criteria evolve.

What follows is the formal response of the Council, adopted and approved by the following motion, at the December 9, 2005 meeting of Council: *"To approve the BC Council on Admissions and Transfer's response to the Degree Quality Assessment Board's consultation on their degree quality assessment criteria and process."* The Council's response is informed not only by the views of Council and staff members, but also through communications with our partners in the BC Transfer System and conversations with private institutions that consider and/or undertake a degree program application. We have not addressed all questions posed within the criteria review but instead have focused our response on those matters related to private and out-of province institutions and that are integral to our work.

We have chosen to insert our responses, in italics, into questions as presented in your consultation document – this follows in the attached pages. If there are any questions or concerns about this response, or if you should like to consult further with us on any particular matter, we would be more than happy to accommodate.

Yours truly,

Frank Gelin

Frank Gelin, Co-Chair and Executive Director
and for Dan Birch, Co-Chair

1

CRITERIA REVIEW

PROCESS

1. How would you rate your experience with the existing process?

From BCCAT's perspective, the current process involves us at what can be too late a stage for the applicant institution. Because transfer and articulation are part of the expectations for degrees, especially associate degrees, the applicant institution must be familiar with the processes, practices and policies that govern the transfer of credit in BC. It is easy to write a statement saying "we will give transfer credit for courses completed elsewhere" or "we intend to articulate our courses so that our students can continue their education elsewhere." However, the reality of the BC Transfer System can be complex, and gaining entry to it, and navigating it once admitted, is not a straightforward task for an institution new to the transfer culture of BC.

Because our policy states that a private institution with ministerial consent to offer a degree can articulate that degree within the BC Transfer System, we are committed to assisting such institutions as they start the process of joining the Transfer System. However, we find that institutions vary widely in their understanding of the system, and in what their roles and responsibilities will be once admitted.

Good communication processes are particularly critical when it comes to the associate degree. For example, Canadian International College has been communicating with BCCAT for over two years. In that time we have explained that BC universities will not articulate with them until they are admitted as members of the BC Transfer System. In the meantime, they can attempt to articulate with BC non-universities, or with institutions outside of BC. Our understanding is that CIC did this, and thus were able to provide evidence to the DQAB assessment team of their understanding of the articulation process and their ability to have their courses recognized. In addition, CIC invited us to come to their campus and conduct a seminar on becoming a member of the BC Transfer System. We were happy to do this, and it proved to be a productive exchange. Vancouver Central College, on the other hand, did not contact us until they were well into the application process and thus we were unable to provide the same level of advice to them.

We propose to mount a BCCAT resource page for applicant institutions and suggest that your application package encourage all applicants to a) read the information on that page, and b) contact BCCAT at an early stage in their planning. This, in turn, can be part of the evidence they present in support of their claim to have conducted planning in the area of transfer and articulation.

2. What changes do you suggest to the existing process?

A summary of all of our recommendations, as presented here, would include:

- *Where appropriate, referring applicants to BCCAT early in the application process;*
- *Increasing transparency and communications*
- *Reviewing, in consultation with BCCAT, degree level standard criteria surrounding the Associate Degree;*
- *Employing a self-study model in the documentation requested from applicants;*
- *Ensuring that the collaboration/partnership provision in the legislation (DAA 3(3)) does not provide "back door" access to the BC Transfer System;*

- *Incorporating the language in the "Exempt Status Interpretive Note" into the Exempt Status Criteria themselves;*
- *Limiting exempt status to institutions that have successfully offered degree programs in British Columbia for 10 years; and,*
- *Implementing monitoring and review processes to assure that what has been consented to is indeed what continues to be delivered.*

3. Should private and out-of-province public institutions making application under the *Degree Authorization Act* or approved under the Act be able to participate in the peer review process at present open only to British Columbia public institutions?

We have heard public institutions insist that this should happen, and it would certainly help to address the transparency issue. If it is important to rationalize the number of degrees offered in certain areas (e.g. business, health, computer gaming) it is important that public institutions know what the private sector is adding to the mix.

TRANSPARENCY

1. The DQAB wishes to ensure greater transparency in process and procedures. What would the recommendations be in order to make the process more transparent?

For the reasons cited below, recommendations would be:

- *Make any and all information available that cannot be reasonably withheld*
- *Increase communications with the post-secondary system*
- *Rethink the current formatting of documents to suit better a more transparent model*

2. Is the existing process sufficiently transparent?

No. At our Council meetings, members consistently raise questions such as:

- *Has the DQAB ever denied any degree application?*
- *On what basis has X been approved to do Y?*
- *Can I access this information? Why not?*
- *Can I become updated regularly on the DQAB's activity?*
- *Is anyone keeping tabs on what the institution does after receiving consent?*

In the view of BCCAT, the Notice of Intent and Consent Letter are insufficient to adequately inform interested individuals as to what is being proposed, what is being reviewed, and finally, what has been approved. Furthermore, although criteria call for a uniform format to Notices of Intent, the documents vary significantly in length, content and quality. This makes contributing at the NOI stage difficult for BCCAT and its system partners. We would support a decision to make more information available to the public, including an organizational self-study (where applicable), the full program proposal, the reports of external review panels, and results of annual monitoring of institutional performance (see comment on monitoring, page 11).

While transparency is a major issue, we also note a general lack of awareness about the DQAB's processes and activities among the system. We feel that a proactive communication campaign would go a long way to mitigate this situation. Simple solutions, such as electronically generated updates sent out by email, or a regular newsletter, could increase public awareness and engagement in the process. Communicating openly with the system should have a positive effect on the level of buy-in enjoyed not only by the DQAB, but also by the new institutions approved through its processes.

Here at BCCAT, we are challenged with helping to integrate new institutions that have received Ministerial consent to offer degree programs into the Transfer System. The DQAB's current lack of transparency and communication does not assist us with this challenge. We can give you two concrete examples where lack of public knowledge about the process has created difficulties:

- *We are currently working with Sprott-Shaw Community College to integrate their courses into the Business Management Transfer Guide. This Transfer Guide is managed by a sub-committee of the Business and Commerce Articulation Committee. SSCC made a presentation to the sub-committee and provided information about their program, and on the basis of this information the sub-committee agreed in principle that the courses were suitable for inclusion. However, the sub-committee does not have the authority to approve system-wide articulation, since this is up to each individual institution. Therefore, the sub-committee is planning to make a presentation to the whole articulation committee, recommending acceptance by all institutions. Because of the lack of information available about the DQAB assessment of SSCC, however, they are not prepared to make a leap of faith and accept SSCC's courses at par. They plan a whole review including a site visit to SSCC, meeting with instructors to gauge their qualifications, etc - in short, a duplicate of much of the work that has already gone into DQAB's assessment of SSCC. To this sub-committee, all of whom are faculty members in public institutions, DQAB criteria and process* ***are entirely unknown entities.*** *This lack of basic understanding of DQAB processes and criteria will, despite BCCAT's policy on facilitating articulation of degree programs with consent, continue to hamper private institutions attempting to articulate within the BC Transfer System.*
- *Lack of public knowledge about DQAB processes, combined with the way information as been displayed on the DQAB web pages, has resulted in a common perception that every institution that applies for consent ultimately receives consent. This seriously undermines the perception of a non-politicised quality assessment process consistently applying rigorous and appropriate criteria. BCCAT, in its consultations with public institutions about the ultimate integration of private institutions into the BC Transfer System frequently finds such perceptions getting in the way of more reasoned approaches to appreciating the role that private institutions can play within the post-secondary system.*

3. What documents should be available to the public on the Ministry website (excluding proprietary information)?

We encourage making any and all information available. Where a demonstrably justifiable reason exists to withhold a portion of information in a document, this should not mean that the entire document is withheld from public scrutiny. However, if a decision is made to make information available to the public, the DQAB and its Secretariat may wish to alter document formatting to ensure efficiency, readability and information management.

DEGREE PROGRAM CRITERIA

1. Are the existing standards and criteria generally appropriate?

(No response is proposed)

2. What are your specific recommendations for changes?

Yes, we believe that the existing criteria are generally appropriate. We have three comments, the first on the admissions and transfer criteria, the second on the need to clarify processes surrounding the Associate Degree (AD) and the third on the applicability of transfer criteria to post-graduate degrees.

Admissions and Transfer Criteria

Admissions and transfer criteria are generally appropriate but may not be easily understood by an institution without previous experience in the BC Transfer System. As stated above, BCCAT intends to develop a resource page for such institutions, and would like to work with the DQAB to ensure that it contains the kind of information that would be helpful to institutions as they address the transfer-related criteria in this section. Once it is finished, a link to it from this section of the criteria would be advisable.

Given recent discussions surrounding the recognition of credit earned in non-AUCC member institutions, BCCAT would appreciate the DQAB considering an additional criterion that stipulates an institution's willingness to evaluate applicants from all degree granting institutions in the BC Transfer System regardless of their membership status in AUCC.

The Associate Degree

The main problem with the AD criteria is that, in order for an institution to offer an AD, all of the courses must transfer to one of the four research universities. However, since the BCCAT policy specifies that new private institutions can begin to articulate only after they receive consent, it is impossible for them to conduct articulations with these universities at the application stage. This appears to have caused significant confusion in the case of those institutions applying for ADs – both institutions so far have told us that they themselves, and more importantly the expert review panel, appeared to have been unaware, or partially unaware, of the restrictions placed on articulations.

Our understanding is that consent is given conditionally – a condition being that the institution succeeds in articulating each course appropriately – and that once conditional consent is received the institution immediately starts to articulate its courses. BCCAT is prepared to assist them to do this in as speedy and efficient a manner as possible. This process, then, has several implications for the criteria:

- *The institution must be encouraged to be in touch with BCCAT as early as possible in the application process for an AD.*
- *DQAB documents must reflect the reality of the provisional nature of the consent*
- *DQAB must review at least annually the progress of the institutions towards the goal of offering a minimum of 20 courses, each of which must be articulated with at least one of the 4 research universities and all of which must help fulfill requirements for the AD.*

See also our comments about follow up and monitoring under "Terms and Conditions of Consent", below.

Post-Graduate Degrees

Finally, we note that post-graduate degrees also are assessed under the criteria relating to admissions and transfer. We are unsure how relevant "transfer" is at the post-graduate level. BCCAT's mandate has never extended to this level, but rather concentrates on undergraduate courses and programs, mainly at the first and second year. This is because most undergraduate residency requirements to date have stipulated that 50% of the coursework must be completed at the institution conferring the degree. However, in a master's or doctoral program, residency is normally assumed to be more restrictive. This does not mean that transfer credit cannot be granted, or that letters of permission to take courses elsewhere will not be issued, but that it is appropriate, at this level, to examine closely courses taken outside the program for applicability to the requirements of the program and to the overall integrity of the degree, and this examination is best conducted on a case-by-case basis. While we, of course, encourage appropriate recognition of learning at all levels, we can envisage situations in post-graduate programs where a residency requirement of 100% is justifiable. We suggest that this criterion be worded in such a way as to recognize that transfer credit need not always be a strict requirement of the DQAB process.

We note with interest that the Ontario Post-secondary Education Quality Assessment Board has separate, although similar, criteria for each level of program. While this approach may be unnecessarily cumbersome, it does alleviate the potential for confusion in some areas. For instance, some criteria related to transfer arrangements may not be applicable to post-graduate programs. This is clear to us at BCCAT, but may not be similarly clear to review teams and applicants.

ORGANIZATION REVIEW CRITERIA

1. Are the existing standards and criteria generally appropriate?

The existing criteria and standards are appropriate, but only if interpreted and construed correctly and consistently by applicants and reviewers. This aim would be achieved with greater ease if more examples were given to assist applicants in understanding what evidence might demonstrate that a certain criteria or standard has been met. DQAB applicants occasionally contact BCCAT for clarity on our interpretation on numerous criteria, and it is easy for us to see how an institution or individual from outside the BC public post-secondary system might fail to understand nuances such as distinctions between PLAR and transfer credit policies, or the features an institution may need to have in order to meet the expected level of academic freedom.

2. What are you specific recommendations for changes?

(No response is proposed)

3. Should the organization profile (if required) be expanded to require a full self-study?

Yes. In the Organization, Program, Exempt Status and "University" reviews, criteria exist suggesting the need for applicants to consult with system organizations such as ourselves. However, not all applicants contact us for clarity around our expectations. In some cases, institutions receive consent that have not consulted BCCAT at any point during their application or review process. However, upon receiving consent, these institutions are anxious to enter the Transfer System and Transfer Guide, having done little to educate themselves about either of these things.

In a self-study format, the applicant would use the DQAB standards as a guide as it measures and verifies the extent to which it satisfies those standards. Using this method for the organization review would extinguish the need for an organization profile, and provide an excellent format for providing more

information to the public and the system. Another benefit of such a format is that the onus is placed on the applicant to prepare information and evidence that criteria are met. This might compel applicants to conduct more preliminary consultation and research. It is better, in our opinion, that a new degree granting institution increase its understanding of the British Columbia post-secondary environment and culture before they are given consent to offer degrees, and not after. That being said, a self-study approach may be beneficial for all documentation that will be reviewed, and not only organizational information. This approach would be particularly helpful for de novo institutions or institutions from out-of-province.

For example, in order to demonstrate satisfaction of criteria regarding Transfer, an applicant may be asked to list the BCCAT resources that they have consulted. This would lead them to discover the many resources that we offer that would no doubt assist them.

EXEMPT STATUS CRITERIA

The DQAB believes that for the context of the review, institutions demonstrate that the criteria are met in British Columbia.

1. Are the existing standards and criteria generally appropriate?

The existing criteria are only appropriate if they incorporate the language that is currently contained in the Interpretive Note. Without this language, there is no provision for program review, since the criteria concentrate primarily on institutional capacity. BCCAT is concerned that it appears possible that, invoking the current criteria, a private or out of province institution could receive consent to operate in BC with little if any assessment of the quality of its degree programs. Most disconcerting is the realization that, once exempt, the institution operates with minimal oversight.

2. What are your specific recommendations for changes?

- *Incorporate the contents of the Interpretive Note into the actual criteria.*
- *Specify that exempt status is only available to institutions that have been operating in BC for ten years.*

3. Should the pre-requisite requirement for ten years' experience in offering degrees at a particular level pertain to the institution overall or to operations in British Columbia specifically?

Yes, BCCAT believes that it is appropriate for an institution applying to be granted exempt status in BC, to have operated for ten years in BC. These criteria and standards have been developed in BC for use in the BC post-secondary environment. The fact that they can be applied consistently to institutions operating in BC contributes greatly to the confidence that BC post-secondary institutions can place in DQAB deliberations and decisions. BCCAT believes that it was the rigour of the criteria and the composition of the DQAB Board that enabled public institutions to accept that programs at private institutions with consent could be admitted to the BC Transfer System. We are concerned that granting exemption in BC to a private or out of province institution, whereby their degrees may no longer be subjected to that rigour and that level of assessment, will undermine the good will that has so far enabled the expansion of the transfer system.

4. Is there a more appropriate pre-requisite timeframe than ten years?

Ten years is adequate, in BCCAT's opinion.

5. Should the criterion requiring a policy on periodic program review (including internal and external participation) be strengthened? Should an applicant be required to demonstrate that it has implemented the policy for a period of time (e.g., two years) prior to being considered for exempt status?

Yes, and our suggestion would be ten years.

6. When an institution that is not British Columbia-based receives exempt status, should it nevertheless be required to make separate application(s) when it proposes to operate in collaboration with a third-party?

Partnership Arrangements

An issue related to organization review criteria that are of vital interest to BCCAT is that of partnership programs. We refer to the situation where an institution with consent (achieved either through exemption or through the DQAB regular process, and including any institution, public or private, BC or out of province) works with a partner institution in any one of a variety of ways, to deliver a degree program, or individual courses, on the campus of that partner institution. The example of this that the Board is familiar with is the case of Athabasca University (AU) and Century College.

Because BC universities will accept credits from other Canadian universities through the Pan-Canadian Protocol on University Transfer this arrangement provided Century College students with a "back door" into the BC Transfer System, because their transcripts were from AU. However, AU has since acknowledged that its quality control mechanisms were unable to prevent the situation that occurred, whereby other institutions became alarmed about the level of English competency of students with AU English courses, and has terminated the partnership.

We note that Cape Breton University is proposing a partnership with Dorset College, and that Upper Iowa University delivers a "university transfer" curriculum at Pattison College. Since BC universities will also accept credits from accredited US institutions, courses on an Upper Iowa transcript may already be transferable. In both of these cases the educational program is being delivered on the ground by a private, for-profit, BC institution, but the assessment is of the out of province institution, not the institution actually delivering the program. Our concern is that, if an institution such as AU, which we consider to be a respected member of the Canadian higher education system, can experience the kinds of difficulties with quality control as happened in the Century College case, what reliance can we place on the quality controls of similar arrangements? And if other instances similar to the AU/Century case occur, public institutions in BC will lose faith in the processes that allow this situation.

The instances cited above involve out of province institutions but we can also envisage situations in which BC institutions can forge similar alliances, and contract with another institution, or license another institution to deliver its curriculum.

We understand that partnership agreements are not specifically dealt with in the Criteria but rather in the Regulations of the Act, but we encourage the DQAB to examine its criteria carefully to ensure that such arrangements cannot be used to provide alternate points of access into the BC Transfer System or the BC Post-Secondary System. We believe that it is vital that the institution located in BC, the one actually delivering the curriculum, be subjected to stringent oversight, as part of the DQAB review process.

Exempt Status and BCCAT Policy

BCCAT, in its "Policy and Processes under which a Private Degree-Granting Institution Articulates Approved Degree Programs within the B. C. Transfer System," states: "The B.C. Council on Admissions and Transfer is currently considering its position in regards to private institutions who are not members of the BC Transfer System and who receive exempt status through the DQAB process." This statement was necessary because the consultation process we went through was based on the premise that a program that is thoroughly assessed in BC using rigorous quality criteria, and receives ministerial consent as a result of that process, is suitable for inclusion in the BC Transfer System. We did not ask the system to comment on the possible inclusion of an exempt institution, where the programs would not undergo the same kind of examination. If the contents of the Interpretive Note were to be included in the criteria (see comments above), it would provide a greater degree of confidence that programs at private or out of province exempt institutions met the degree standards expected in BC.

The Council will deliberate as to its position on this matter at a future meeting.

USE OF "UNIVERSITY" CRITERIA

1. **Are the existing standards and criteria generally appropriate?**
2. **What are your specific recommendations for changes?**
3. **Is the range of programming criterion appropriate?**
4. **Is the requirement for research and scholarly activity appropriate?**
5. **In the event that an institution is not headquartered in British Columbia, should the standards and criteria apply to the institution overall or to its British Columbia operations?**
6. **In what instances is it appropriate/inappropriate to consider de Novo institutions for use of "university"?**

While these are important questions, no response is given as the issue is not closely linked to BCCAT's mandate and we anticipate that other respondents will be providing extensive advice on this matter.

TERMS AND CONDITIONS OF CONSENT

Although not asked to do so, BCCAT would like to comment on this aspect of the DQAB mandate. Our current policy states

17. *If there is clear evidence that an institution/program is not adhering to the Principles and Guidelines for Transfer or has demonstrably failed to meet the academic standards expected in the program/discipline, that institution may be placed on probation. If the institution/program does not satisfactorily address the deficiencies, membership in the BC Transfer System may be revoked, withdrawn or suspended.*

18. *Otherwise, membership in the B.C. Transfer System is ongoing unless or until ministerial consent is suspended, revoked or amended.*

A degree program receives consent on the basis primarily of documentation and a review of that documentation and of the evidence in support, including facilities, personnel, etc. Especially in the case of de novo institutions, it is essential to monitor that the institution is, in fact, doing what it claimed to do in its application. There is much pressure, especially in a for-profit situation, to recruit and retain students, and strict adherence to grading standards or to programs of study may become a casualty to that pressure.

It may take two or three years for a problem such as a pattern of consistently under-prepared students to show up in the BC Transfer System, because of the time it takes for students to move through institutions. Careful monitoring of institutions and programs with consent can prevent lapses in quality control. We understand that such monitoring is labour intensive, and we encourage the Ministry to allocate the resources necessary for this activity. However, we also encourage the DQAB to institute a format for yearly monitoring that places the onus on the institutions themselves to report on their activities and progress on an annual basis, in ways that address all criteria for ongoing consent, and especially highlight progress towards addressing any conditions of consent. If this is done properly, the monitoring activity becomes an auditing function rather than an in-depth investigation.

Appendix D: CMEC Report – Fall 2005

REPORT OF THE CMEC CREDIT TRANSFER WORKING GROUP

October 4, 2005

Introduction

In October 2001, the Council of Ministers of Education, Canada (CMEC) revisited the issue of credit transfer between colleges and universities and between provinces and territories. In April 2002, Ministers established the CMEC Credit Transfer Working Group to develop pan-Canadian strategies. The Working Group is chaired by Ontario and has membership from all provinces and two territories. The membership of the Working Group is attached as Annex 1.

Recommended Strategy

In October 2002, CMEC approved a strategy to improve credit transfer across Canada. Given the substantial differences in credit transfer systems and postsecondary structures between provinces and territories, it was agreed that a pan-Canadian system of credit transfer be built up over time through an initial focus on developing and enhancing strong provincial/territorial transfer systems. Each province/territory committed to reviewing the current transfer arrangements and to develop a framework for action to enhance its credit transfer system according to its own priorities over the period 2002 to 2005.

As part of the strategy, CMEC endorsed and released a *Ministerial Statement on Credit Transfer in Canada* that sets out expectations for transfer to guide institutions, students and governments (attached in Annex 2).

This report provides a summary of the actions undertaken by working group member jurisdictions. The report has been structured according to the six recommendations approved by the Ministers in October 2002.

Current Status

A key attribute of the approved recommendations was the setting of provincial/territorial objectives built upon jurisdictional priorities, finances, and postsecondary system structures. While recognizing the right of each jurisdiction to determine the objectives of its postsecondary education systems, CMEC urged provinces and territories to consider giving priority to strategies to improve movement between postsecondary sectors and to expand clearer pathways for students by providing timely and accurate information.

Each jurisdiction has reported making progress in the credit transfer systems and mechanisms within their postsecondary sectors (see Annex 3). Those jurisdictions which had well-developed transfer systems when this initiative began have continued to expand and enhance those systems. Others with less developed credit transfer strategies have made either modest to significant progress including such achievements as the implementation or expansion of online transfer guides, establishment of provincial working groups and/or articulation committees, increasing number of agreements in targeted program areas, and broader

acceptance of credit transfer opportunities as a component of a accessible postsecondary education system.

Future directions:

All jurisdictions have indicated their work will continue on the credit transfer issue within their own priorities, resources and structures over the next several years.

The CMEC Credit Transfer Working Group has fulfilled its mandate. The provincial members of the working group may continue to meet from time to time to discuss mutual areas of interest, and sharing of information, research, policies, and best practices.

Attachments to final report:

Annex 1 - CMEC Credit Transfer Working Group Membership
Annex 2 - CMEC Ministerial Statement on Credit Transfer in Canada
Annex 3 - Summary of Provincial Credit Transfer Systems

Annex 1

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Northwest Territories has declined membership.

Annex 2

CMEC Ministerial Statement on Credit Transfer in Canada

Preamble

The primary purpose for establishing credit transfer agreements among institutions of higher education is to increase opportunities for students to access postsecondary education by facilitating student mobility between institutions and sectors.

Students need reasonable assurance that they will be able to continue their studies at other postsecondary institutions to complete their educational plans and be able to obtain appropriate transfer credit for work previously completed.

In addition, by ensuring that learners receive appropriate recognition for learning already achieved, efficiencies in both time and money can be gained by students, institutions and governments. The ability for learners at all stages of their lives and careers to easily move into, between and out of, postsecondary education is a key component in building a postsecondary education system which makes lifelong learning a reality.

Transfer credit agreements will vary between provinces and territories and may include a variety of approaches to recognizing previous academic achievement including, but not limited to, establishing course-by-course equivalencies, granting unassigned credit, agreeing to grant specified blocks of transfer credit for completed credentials, or the development of prior learning assessment processes.

Credit transfer can occur between public colleges and universities, and between those institutions and private postsecondary institutions. This Statement of Principles may also be applied in situations where a province or territory chooses to facilitate transfer between public and private institutions.

PRINCIPLES

1. Ministers recognize that all credit transfer agreements should be consistent with the academic integrity of programs and the right of postsecondary institutions to determine program design and delivery, to determine academic prerequisites, and to establish admission criteria and certification requirements of academic achievement. Ministers also recognize that the academic integrity and governance autonomy of the individual institutions and programs must be protected and preserved.

2. Postsecondary institutions within each province/territory should be committed to working with other postsecondary institutions, transfer agencies and governments, as appropriate, to enhance and maintain credit transfer opportunities. Negotiations between institutions regarding equivalency of credit should recognize that the substance of learning experiences may be equivalent in terms of content and rigour, although the learning has occurred in a variety of ways.

3. Transfer students should be made aware that program-specific criteria and other factors, in addition to academic performance, may be used as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not guarantee admission to a particular program.

4. The effectiveness of transfer agreements in optimizing student mobility requires that students, prior to beginning their studies at another institution, have knowledge of, and current information about, available credit transfer opportunities and limitations. Institutions should be committed to providing current and reliable information about transfer of credit policies and the procedures to be followed to obtain transfer credit in a routine manner.

5. Students and institutions should be satisfied that transfer decisions are considered in a consistent manner. Postsecondary institutions should develop and maintain clearly stated policies and procedures for consideration of transfer of credit. Students should be able to obtain an institution's rationale for a refusal and institutions should have clear procedures for students to appeal such decisions.

6. Neither transfer nor direct entry students should be advantaged or disadvantaged as a result of the credit transfer process.

Annex 3: Report
IMPROVING CREDIT TRANSFER IN CANADA
Jurisdictional Reports of the CMEC Credit Transfer Working Group for Ministers in Fall 2005

Recommendations and Survey Questions:

1. CMEC will adopt the Pan-Canadian Principles for Credit Transfer, and develop a communications plan to articulate the Principles to postsecondary institutions within each province/territory and to the public. **Has your jurisdiction communicated the Principles to institutions? Other comments?**

2. Each province and territory will ask the appropriate representatives of their postsecondary institutions to develop and adopt principles to govern credit transfer within each province, using the Pan-Canadian Principles for Credit Transfer as a guide. Jurisdictions which already have articulated principles for credit transfer will decide if they wish to modify these principles to reflect the CMEC principles. **Did your jurisdiction implement a process to adopt principles for use in your province/territory? Other comments?**

3. Each jurisdiction will determine its own priorities for the development of its credit transfer systems and the appropriate means to achieve their objectives. Over the period 2002 to 2005, each province and territory will commit to:
   - Review their existing arrangements for credit transfer between at least their publicly-funded colleges and universities, and
   - Develop a framework for action to enhance their credit transfer arrangements over a three-year period.

   Provinces and territories agree to set objectives for progress, monitor the achievement of those objectives and report back to CMEC on that progress, in accordance with the attached. **What activity has your jurisdiction undertaken since 2002 to implement a strategy to improve credit transfer? What progress has been made?**

   What future steps are planned? Other comments?

4. However, CMEC urges provinces and territories to consider making the following issues a priority in the development of their credit transfer systems:
   - Improving credit transfer arrangements that allow students to move between postsecondary sectors, such as college to university transfers.
   - Providing clear pathways for students about articulation, transfer and admission arrangements by ensuring that postsecondary institutions provide accurate and timely information to students in advance of a transfer.

   Were these two areas given priority in your strategy? What specific activities were undertaken to address these issues? Other comments?

5. The CMEC Credit Transfer Working Group be continued in 2002-03 with a mandate to:
   - Develop a research agenda to better understand the challenges and benefits of improving credit transfer and articulation. The Working Group and CMEC will develop a report on the

status of the implementation of the 1995 Pan-Canadian Protocol on the Transfer of University Credits by Fall 2003. **NOTE: this report was made to CMEC and accepted in Fall 2003.**

- Share best practices in credit transfer between provinces and territories and provide a forum for provinces and territories to work together to improve their credit transfer arrangements

6. **Any comments about the continuation of the CMEC Credit Transfer Working Group?**

JURISDICTION: Alberta

1. **Communication of Ministerial Principles**
   The Alberta Council on Admissions and Transfer reviewed its own principles to ensure that they adhere to the Pan-Canadian Principles and made appropriate adjustments. The revised principles were approved by the Council in 2005.

2. **Adoption of Ministerial Principles**
   Any institution who becomes a member of Alberta's Transfer System must agree to the Principles, Policies and Procedures of the Alberta Council on Admissions and Transfer (ACAT).

3. **Three-year Framework for Action**
   Alberta has had a credit transfer system in place for 30 years. Transfer agreement maintenance and new agreements negotiation happen on a continual basis. In June 2005, ACAT completed a contract project to research the Best Practices in Transfer.
   This document will be used by members of the Alberta transfer system to facilitate the creation and maintenance of transfer agreements.

4. **Priority Action Areas**
   Within Alberta, students can transfer between institutions with relative ease, that is, a student can transfer from a college to a university, from a technical institute to a private university college and between colleges. The Alberta Transfer Guide (published annually) and the ACAT website provide learners with information about admissions and transfer. Included in the printed Guide are all active transfer agreements. Learners can access transfer agreements online, dating back to 1993-94. Agreements online are also updated on a weekly basis.

5. **Research**
   ACAT would be amenable to sharing its Best Practices in Transfer document with other jurisdictions.

6. **Working Group**
   ACAT strongly recommends that the CMEC working group continue its efforts. While students who remain within Alberta's borders can transfer credit with few difficulties, Council is concerned about students whose courses and credentials are not recognized when they move to other jurisdictions.

JURISDICTION: British Columbia

1. Communication of Ministerial Principles

Yes. In addition, the Principles are consistent with the Principles and Guidelines for Transfer that have been in existence in British Columbia since 1975 (although modified over time) and that form the basis for all credit transfer arrangements in the BC Transfer System. See bccat.bc.ca/articulation/principles.html

2. Adoption of Ministerial Principles

No process was necessary given that they are already fully accepted and implemented within all BC public and some private postsecondary institutions which form the BC Transfer System.

3. Three-year Framework for Action

Each year the BC Council on Admissions and Transfer (BCCAT) prepares a detailed work plan and at the end of the fiscal year prepares an Annual Report that summarizes what was achieved. Each annual report is approximately 50 pages in length and includes reference to completed research reports, newsletters, and related publications. Three Annual Reports since 2002 can be located at bccat.bc.ca/council/menuannrpt.html.

In summary, the following major activities were undertaken and were successfully achieved:

- Updated our online web-based Transfer Credit Evaluation System that enables institutions to request and accept new transfer agreements - all of which results in an enhanced data base driving the web-based searchable BC Transfer Guide (approximately 85,000 course to course transfer equivalencies in addition to almost 800 block transfer agreements).
- Published a revised edition of BC Transfer TIPS (a comprehensive guide to transfer related information for students) bccat.bc.ca/tips/index.html
- Completed 36 transfer innovations projects over the past few years. These projects are studies undertaken by provincial articulation committees with funding provided by BCCAT. Projects focus on a particular program or discipline and are designed to improve transfer, recommend innovative approaches to transfer, or provide better information on transfer options and pathways within that subject area.
- Completed 25 transfer related research studies examining transfer policies, level of transfer activity, student outcomes, occupational participation and other issues (published and available at bccat.bc.ca/publications/index.html).
- The Council's mandate was expanded by the Ministry of Advanced Education to examine issues pertaining to capacity, demand, and student mobility, and to recommend policies and practices that facilitate the admission process for direct entry and transfer students within the BC postsecondary system. BCCAT is interested in addressing admissions issues because opportunities for students to move among and be admitted to institutions are integrally linked to their ability to transfer credit.
- The expansion of the Council's mandate also included coordination of transfer arrangements between public and private postsecondary institutions. The Council was successful in developing, gaining support for, and formally approving a policy that enables new private degree-granting postsecondary institutions to become formal members of the BC Transfer System. The policy can be viewed at bccat.bc.ca/system/privatepolicy.pdf.

- A Provincial Course Outline Template was completed and released to the system in November 2004. The Template and its related resources are designed to promote efficient articulation by providing sufficient information, at the right level of detail and in a consistent format, to facilitate the assessment of equivalency.
- A new web based educational planning resource, EducationPlanner.bc.ca, has been developed and is now available to the public free of charge. Its primary purpose is to provide clear, reliable and detailed information for students, parents, and advisors about public postsecondary programs available in BC. It also includes comprehensive links to related career opportunities to help learners make well-informed decisions about their education and career options.

What future steps are planned? Other comments?

- We will launch a new student focused website, BCTransferGuide.ca, which will provide student-friendly content dedicated to all matters related to transfer in BC. It will also be the home of the course-to-course database, which is updated dynamically by the Transfer Credit Evaluation System. The expectation is that developing the BC Transfer Guide into its own website will make the site easier to market to both institutions and students.
- We will complete the first edition of a *How to Articulate Handbook*, a comprehensive resource for faculty and others who are charged with assessing courses and assigning transfer credit.
- We will encourage the postsecondary system to collect and integrate student records data that will enhance our understanding of student applicants and the pattern of student flows into and among our institutions. We will also continue to encourage institutions to share relevant information that will facilitate their enrolment planning processes. To enable much of this to happen, BCCAT will be active in supporting efforts to provide Personal Education Numbers (PEN) to all student applicants and to pool data from the Ministry of Education, Universities, and the College/Institute Central Data Warehouse. Concurrently, we will participate in discussions to identify the metrics and analytical models that will address critical questions pertaining to student access and mobility from a system-wide perspective.
- We will embark on a major project to determine how best to expand transfer information and models to better address the evolving nature of the BC postsecondary system. Specifically, we will address the growing interest in expanding transfer agreements to reflect that more and more institutions both send and receive transfer students.
- We will continue to address issues related to public/private articulation by seeing if consensus is possible on the issue of whether private institutions should cover the costs of articulation with public institutions and by continuing to monitor and implement our new policy regarding articulation with degree-granting private institutions.

4. **Priority Action Areas**

Yes, they were central to our work the results of which are summarized above.

5. **Research**

British Columbia has provided direct assistance to institutions, agencies, and provincial governments in supporting their work to develop and implement improved transfer practices. In particular we have worked with Saskatchewan, Manitoba, and Ontario and consult frequently with our colleagues in Alberta. Yukon College is also a member of the BC Transfer System and articulates with most of our degree granting institutions. All of our publications are available on our website for public access.

6. **Working Group**
British Columbia endorses the continuing support of CMEC to improve portability of postsecondary credits for students who move between provinces to complete their education. The CMEC should continue to monitor progress in achieving this goal.

JURISDICTION: Manitoba

1. **Communication of Ministerial Principles**
Yes, and they were also communicated and accepted by the Council on Post Secondary Education in Manitoba. However, the institutions, while agreeing with the principles have not necessarily adopted them formally. While some action is under way in terms of enhancing credit transfers, it is still slow and requires additional acceptance from some of the institutions.

2. **Adoption of Ministerial Principles**
A Credit Transfer Working Group with appropriate representation was created in 2003; the group has met regularly two times a year since its formation. CMEC credit transfer principles have been adopted informally by this group.

3. **Three-year Framework for Action**
In addition to the Credit Transfer Working Group, three articulation committees have been functioning in the areas of nursing, educational assistants, and environmental studies. The Nursing Articulation Committee has completed its work and the other two continue to meet and make progress.

4. **Priority Action Areas**
Increased credit transfers have occurred in the field of Nursing and other areas are being considered. Information is available to the students but not in a timely or coordinated manner. This is one area that the institutions have identified as needing additional resources. It is a work-in-progress.

5. **Research and**
6. **Working Group**
The group should continue, as there is much to be shared and learned from the provinces and territories.

JURISDICTION: New Brunswick

1. **Communication of Ministerial Principles**
Yes, New Brunswick institutions have been informed of New Brunswick's Quality Learning Agenda in which a principal component is increasing accessibility to postsecondary education in New Brunswick by removing barriers, including the improvement of credit transfer and articulated programming among community colleges, universities, and private institutions.

2. **Adoption of Ministerial Principles**
This process will be developed within the next two years as part of New Brunswick's Quality Learning Agenda.

3. Three-year Framework for Action

New Brunswick postsecondary institutions have increased articulated opportunities between universities and the New Brunswick Community College/ Collège Communautaire du Nouveau-Brunswick (NBCC/CCNB).

Within one year, the Departments of Training and Employment Development and Education will collaborate to create a centralized approach to PLAR. We will work with New Brunswick universities, community colleges, and private institutions to increase the scope and number of recognized credit transfers, articulated programs, and e-Learning opportunities offered by universities, community colleges, and private institutions.

As part of its strategy, the NBCC/ CCNB network has implemented a common course credit system, a common course numbering (coding system), and the development of common core courses, which are automatically transferable within the network.

4. Priority Action Areas

Articulated programs with participating institutions have been established as well as block transfers, individual transfers, and out-of-province agreements (with three Nova Scotia institutions).

NBCC/ CCNB has entered into an increasing number of articulated agreements with universities since 2002. Where possible, they have agreed to common admission requirements. Articulated agreements provide for 100% credit of community college courses towards completion of a degree. In other instances (usually with out-of-province universities), block transfer agreements have been negotiated. Accurate information is provided to students in the college calendar and other program documents.

5. Research and

6. Working Group

We support the continuation of the CMEC Credit Transfer Working Group If the group can have a more practical mandate; the present Working Group has done its work and now it is up to provincial and territorial jurisdictions to implement their recommendations.

JURISDICTION: Newfoundland and Labrador

1. Communication of Ministerial Principles

The Newfoundland and Labrador Council on Higher Education (CHE) was established in 1992 with membership consisting of senior executives from Memorial University of Newfoundland (MUN), College of the North Atlantic (CNA), the provincial government and K-12 Directors of Education. Of particular significance to CHE is the Articulation, Transfer and Admissions Committee (ATAC) which is mandated to coordinate the articulation process embracing the public secondary schools, MUN and CNA, to optimize student accessibility and to enhance student mobility through transfer of credits.

Newfoundland and Labrador has had a credit transfer mechanism between MUN and CNA for over 20 years. The mechanism is quite progressive and new agreements are being signed on a regular basis between our public post-secondary institutions (MUN/CNA) and those in other parts of Canada as well as in other nations.

MUN is committed to and complies with the *1995 Pan Canadian Protocol on the Transferability of University Credits* (Admissions Regulation 5.5, Memorial University Calendar). MUN was instrumental in the initial draft of the Protocol in 1995.

2. Adoption of Ministerial Principles

At the May 13, 2003, Council on Higher Education meeting, the Articulation, Transfer and Admissions Committee (ATAC) was directed to:

- Review CMEC principles and modify existing provincial principles to ensure consistency with CMEC; (Winnipeg, October 9, 2002);
- Review existing arrangements for credit transfer and commit to develop a framework for action to improve transfer arrangements over a 3 year period; and,
- Support the Department of Education in the implementation of the Pan-Canadian Credit Transfer with a view to having more systematic Pan-Canadian credit transfer arrangements in place by 2005.

With reference to the first bullet, the ATAC Principles Working Group was established with representatives from Memorial University, Marine Institute, College of the North Atlantic, and Canadian Federation of Students. Members of the subgroup performed a thorough review and comparison of the principles outlined in the *CMEC Ministerial Statement on Credit Transfer in Canada* with the *Council's Principles and Guidelines for Transfer and Admissions* and concluded that the Council's principles and guidelines are consistent with those outlined in the CMEC Ministerial Statement.

3. Three-year Framework for Action

Since fall 2004, ATAC has implemented some major changes in its reporting structure. The new structure was created to ensure a more effective and efficient provincial credit transfer mechanism.

In June 2004, the Minister of Education announced the commissioning of the *White Paper on Public Post-Secondary Education*. The White Paper was highlighted in the 2004 Speech from the Throne and was commissioned as part of the Government of Newfoundland and Labrador's continued commitment to provide affordable and accessible post-secondary education opportunities. On July 7, 2005, the White Paper titled *Foundation for Success* was released by the Minister of Education. (News Release, July 7, 2005)

The policy review examined all aspects of the province's public post-secondary education system, including the role of the Council on Higher Education (CHE). The White Paper's recommendation with respect to CHE states:

• Amend the Acts governing Memorial University and College of the North Atlantic to require each institution to demonstrate greater connectedness with each other, stronger accountability to the public and their contribution to the social and economic development of the Province. This will include

- three joint appointments to the University and College Boards,
- a reconfigured Council on Higher Education recognized in legislation,
- a process of monitoring and reporting to the Council by the jointly-appointed members.

Implementation of the White Paper has commenced and the legislation will go to the House of Assembly for Royal Assent during the fall sitting. Credit Transfer has been and will continue to be of top priority for CHE.

4. **Priority Action Areas**
The two identified areas have been and will continue to be of prime importance to government as well as the public secondary and post-secondary educational institutions. Students are provided with accurate and timely credit transfer information by the respective institutional officials. In addition, the Council's Annual Transfer guide details established transfer of credit precedents available to students in Newfoundland and Labrador. The electronic version of the Transfer Guide includes a transfer database displaying course-by-course transfer information enabling students, faculty and counselors to conduct a credit transfer search online.

5. **Research**
NL fully supports the research agenda strategy developed by the Working Group. The three areas requiring further research were identified as – transfer student profiles; costs and benefits of transfer; and studies of demand for transfer.

At the September 5, 2003 conference call, NL stated: "The three research areas are very useful and timely. NL would benefit tremendously from their own research as well as those of other jurisdictions. Our main problem would be financial constraints due to limited resources."

NL's public postsecondary institutions will need to develop a timeline for the research and identify potential areas for their own research. It is not necessary for NL to conduct research on all three topics, nor is the list exhaustive by any means. NL remains committed to sharing best practices in credit transfer at the pan-Canadian level.

6. **Working Group**
NL encourages the continuation of the working group as the meetings provide an opportunity for jurisdictions to share valuable information at the pan-Canadian level.

JURISDICTION: Nova Scotia

1. **Communication of Ministerial Principles**
Yes

2. **Adoption of Ministerial Principles**
No

3. **Three-year Framework for Action**
In December 2004, Nova Scotia signed a Memorandum of Understanding with the 11 universities in the province on funding and tuition fees. The MOU guarantees operating funding and limits tuition fee increases. As part of the MOU, the Province and the universities agreed to continue to work on a number of initiatives, including credit transfer. A Working Group on Credit Transfer will be struck (approximately Fall 2005) to report on the status quo, and develop a strategy and process to improve credit transfer between the university and the community college systems and among institutions in this province and in other jurisdictions. A further objective of the working group will be to clarify and simplify, particularly for students, the policies and arrangements around credit transfer.

4. **Priority Action Areas**
   These two areas will be given priority in future discussions (see #3 above).

5. **Research and**
6. **Working Group**
   Nova Scotia supports the continuation of the CMEC Credit Transfer Working Group.

JURISDICTION: Nunavut

To Be Completed

1. **Communication of Ministerial Principles**
2. **Adoption of Ministerial Principles**
3. **Three-year Framework for Action**
4. **Priority Action Areas**
5. **Research and**
6. **Working Group**

JURISDICTION: Ontario

1. **Communication of Ministerial Principles**
   Following the Ministers' endorsement of the *Ministerial Statement on Credit Transfer in Canada* in October 2002, the Deputy Minister of Training, Colleges and Universities distributed the principles to Executive Heads and Presidents of all provincially-assisted colleges and universities in Ontario.

2. **Adoption of Ministerial Principles**
   The Deputy Minister asked that the statement be circulated widely within each postsecondary educational institution. The College-University Consortium Council (CUCC) was to be directed to implement a process of adaptation and adoption of the principles for Ontario within its enhanced mandate (see below).

3. **Three-year Framework for Action**
   In March 2003, the Ministry circulated a discussion paper to college, university and student associations suggesting strategies for an Ontario plan to promote more credit transfer. During the consultations, differences between the college and university sectors on the perceived inadequacies of the current system, the extent of the need for improvement, and the proposed future directions on transfer became evident.

   In response to these consultation findings, the Ministry organized an externally-facilitated workshop with the Vice-Presidents, Academic of each college and university to seek consensus on next steps in May 2004. The workshop identified local and systemic conditions for success to increase collaboration and suggested activities that Ontario could pursue in the short- and longer-term to support the implementation of these success factors.

In February 2005, the Report of Ontario's Postsecondary Education Review recommended that colleges and universities be required to recognize each other's related programming to create clear and efficient pathways for students while maintaining the distinct mandates of each system. The report also recommended government should consider the use of appropriate financial incentives and disincentives as a way to ensure ever greater collaboration resulting in a comprehensive approach to Ontario-wide, regional, and institution-to-institution degree completion and credit transfer arrangements to guide institutional recognition and admission decisions and student choice, by 2007.

The McGuinty Plan for Higher Education announced in Ontario's 2005 Provincial Budget on May 17, 2005 provided an additional $6.2 billion in colleges, universities and training programs over the next five years. The improvement of pathways for students and increased collaboration between colleges and universities will be an important component of the government's commitment to improving quality of, and access to, postsecondary education.

While the Review on Postsecondary Education was underway, CUCC upgraded its online transfer guide, added two student representatives to its membership, and initiated its research agenda. Research has been gathered on the number of students transferring, from which programs and the success rates of transfer students. The Ministry has initiated discussions with CUCC on opportunities and future directions.

4. **Priority Action Areas**
Ontario identified these two areas as priorities in its consultation paper and discussions with the postsecondary sector. The Ontario College-University Transfer Guide (OCUTG) has been upgraded and enhanced to provide additional and clearer information for students.

5. **Research and**
6. **Working Group**
Ontario will continue to develop a strategy to improve collaboration between its colleges and universities. At this point, the CMEC Credit Transfer Working Group is not a priority although it has been useful in providing information sharing and research resources.

JURISDICTION: Quebec

1. **Communication of Ministerial Principles**
Universities in Quebec have full jurisdiction over prior learning assessment. This issue is also dealt with by the *Comité de liaison de l'enseignement supérieur* [Postsecondary Education Liaison Committee], which brings together representatives from Cégeps, universities, and the *Ministère de l'Éducation, du Loisir et du Sport* [Ministry of Education, Recreation and Sport]. The *Ministère de l'Éducation, du Loisir et du Sport* has communicated these Principles to the members of this committee.

2. **Adoption of Ministerial Principles**
Section 22 of the College Education Regulation (*General and Vocational Colleges Act*) governs prior learning assessment by Cégeps. The *Commission d'évaluation de l'enseignement collégial* [College Education Evaluation Committee] ensures that Cégeps have and apply a prior learning assessment policy. Universities follow the Pan-Canadian Protocol on the Transferability of University Credits and enjoy full autonomy with respect to prior learning assessment.

3. **Three-year Framework for Action**

In May 2002, the *Ministère de l'Éducation, du Loisir et du Sport* released its *Politique d'éducation des adultes et de formation continue* [Adult and Continuing Education Policy], which contains many measures to develop a culture of prior learning assessment for all levels of education. The action plan encourages universities to equip themselves with policies for prior learning assessment. The *Association canadienne d'éducation des adultes des universités de langue française* [Canadian Association for Adult Education in French-language Universities] has been given a mandate to report on practices in universities in Quebec.

On April 6 and 7, 2005, the *Ministère de l'Éducation, du Loisir et du Sport* organised the *Colloque national sur la reconnaissance des acquis et des compétences* [National Symposium on Prior Learning Assessment] to facilitate and promote prior learning assessment. The purpose of this symposium was to mobilise key stakeholders to further develop prior learning assessment, to increase awareness of the efforts that are underway, and to give this wide-scale endeavour a boost.

4. **Priority Action Areas**

Increasingly, Cégeps and universities are developing bridges between technical programs and university undergraduate programs. While some universities recognise three credits from a technical program, others recognise up to 26 credits for bachelor's degree programs through Diploma of Collegial Studies – Bachelor's Degree Program (DEC-BAC) agreements. In 2002, we reported that nine universities had agreements with between one and 42 colleges for the transfer of between three and 33 credits. Since then, the number of agreements between universities and colleges has continued to grow. For example, one university now has 94 DEC-BAC agreements.

The Ministry's strategy to internationalise higher learning has also given a boost to prior learning assessment. For example, the joint doctoral degree program created in 1996 by France and Quebec enables doctoral students to study for three terms at a foreign university and earn a joint Ph.D. Thus, universities recognise doctoral training received at a foreign institution. This type of agreement is in the process of being expanded and will include universities in other countries such as Germany, Belgium, and Switzerland. The Ministry's short-stay grant program ($10 M) enables students to pursue accredited training in their program of study at foreign universities. This requires Quebec universities to recognise credits issued by other institutions.

5. **Research and Working Group**

The *Ministère de l'Éducation, du Loisir et du Sport* is wondering about the advisability of extending the mandate of the Credit Transfer Working Group.

JURISDICTION: Prince Edward Island

1. **Communication of Ministerial Principles**

Yes. We shared the principles with both UPEI and Holland College. At the same time we were in the early stages of developing a credit transfer guide for PEI.

2. **Adoption of Ministerial Principles**

We adopted the principles by consensus.

3. **Three-year Framework for Action**
We reviewed the existing arrangements for credit transfer in the fall of 2004. Credit Transfer Guide draft document is now being edited in PEI. Once editing is completed, the guide will be posted on the institutions' websites and on the PEI Department of Education website. Hard copies will also be available.

4. **Priority Action Areas**
Yes, the two areas were given priority in our strategy. Regular meetings have been held that include the vice-presidents of both UPEI, Holland College and the registrars of both institutions. This has not been an easy exercise but we have made major progress.

5. **Research and**
6. **Working Group**
The CMEC Credit Transfer Working Group should be continued.

JURISDICTION: Saskatchewan

1. **Communication of Ministerial Principles**
A working group, formed under the Saskatchewan Credit Transfer Guide (SCTG) Project Steering Committee, drafted a set of guiding principles to advance credit transfer in the province's learning sector. The *Ministerial Statement on Credit Transfer in Canada* was referenced as a background document by the working group. Upon the creation of the Saskatchewan Council for Admissions and Transfer (SaskCAT) in the fall of 2004, the Council has met to formally establish its mission, guiding principles and goals. SaskCAT has conveyed this information in its first annual report to the Campus Saskatchewan Management Board (comprised of representatives from postsecondary institutions) in May 2005. Discussions are currently underway to design a broader communications strategy.

2. **Adoption of Ministerial Principles**
SaskCAT has approved a set of guiding principles to govern its work on building the culture of transfer in the province in addition to the development of the provincial on-line transfer guide. It is anticipated that the current set of guiding principles will be reviewed in spring 2006; the "fit" of SaskCAT's principles with the CMEC principles will also be formally considered at this time.

3. **Three-year Framework for Action**
The SCTG Project Steering Committee, facilitated by the Department of Learning, engaged the province's learning sector to collaboratively build a transfer system which resulted in the formation of SaskCAT as well as designing a Request for Proposals that led to contracting a company to undertake the development of the on-line guide in July 2004. It is anticipated that the on-line guide will be publicly launched in September 2005 with the understanding that this resource will be an ongoing "work-in-progress."

4. **Priority Action Areas**
SaskCAT intends to actively foster dialogue regarding credit transfer amongst faculty through the formation of Articulation Committees in fall 2005. The launch of the on-line transfer guide will also be an important step to support the development of a more fluid learning recognition system in Saskatchewan. In June 2004, the Government of Saskatchewan also approved the *Recognizing Prior Learning in Saskatchewan: Provincial Policy Framework*. See: sasklearning.gov.sk.ca/ (click on postsecondary/RPL)

5. **Research**
The sharing of best practices among members of this working group has significantly supported the advancement of our provincial credit transfer initiative.

6. **Working Group**
Saskatchewan supports the continuation of the CMEC Credit Transfer Working Group. Note: the Chair of SaskCAT is a new member of this working group.

JURISDICTION: Yukon

1. **Communication of Ministerial Principles**
Yes, the Ministerial Principles were communicated to the postsecondary institution.

2. **Adoption of Ministerial Principles**
Yes, the Ministerial Principles were adopted by the postsecondary institution.

3. **Three-year Framework for Action**
4. **Priority Action Areas**
Yukon has only one post-secondary institution, Yukon College. Its continuing priority is to ensure that its students are able to transfer without difficulty to outside post-secondary institutions. Articulation agreements are an on-going process for the college.

5. **Research and**
6. **Working Group**
The CMEC working group should be continued.